DOCUMENT RESUME

ED 224 011 CS 207 079

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TITLE Staff Handbook for a High School Student Newspaper, "Thompson Valley Voice."
INSTITUTION Colorado Language Arts Society.
PUB DATE 81
NOTE 182p.
AVAILABLE FROM Colorado Language Arts Society, English Department, Colorado State University, Fort Collins, CO 80523 ($5.00); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 46740, $6.00 member, $5.00 non-member).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Faculty Advisers; Guidelines; High Schools; *Journalism Education; Layout (Publications); *School Newspapers; *Student Publications; *Teacher Role; Teaching Guides

ABSTRACT

Intended for Thompson Valley High School newspaper faculty advisers and student staff, this handbook provides a model for organizing and publishing a student newspaper, the "Thompson Valley Voice." In addition to an introductory section, the handbook contains four parts. The policies section contains staff rules, policies, grading system, job descriptions, and forms. The reference section, for use by each staff member for every newspaper issue, includes a style book, a headline schedule, and advertising references. The learning section is a minijournalism text that covers press rights and responsibilities, and how to interview, write headlines, write articles, and proofread. The final question section, while not a "test" section, tells staff members they will be held accountable for learning the materials and contains simple exercises to make students use the materials they have just learned, reinforcing those skills worth knowing. (HTH)

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Thompson Valley Voice

CS207072

Staff Handbook for a High School Student Newspaper

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Thompson Valley High School

Colorado Language Arts Society

Staff Handbook
for a Student Newspaper

written by
Scott Sprain

published by
Colorado Language Arts Society

Acknowledgements

Transforming a series of handouts for high school students into a polished publication for advisers took an entire summer and the efforts of many people. I would like to express my thanks to the Colorado Language Arts Society (CLAS) and to the following people who helped to prepare this handbook:

Dr. Bill McBride, Executive Secretary of CLAS, for leading CLAS into the business of publishing teacher-written materials, for talking me into preparing this handbook, and for carefully editing the handbook for me and giving me a much needed lesson in the use of pronouns;

Sandy Heartman, Paula Hodges, and Bill McBride, the CLAS editorial board, for reading and commenting on the manuscript;

Glenn Gray, newspaper adviser at Rocky Mountain High School in Fort Collins, for reading my original handbook and expressing interest in it, for encouraging me to make it available to other advisers, and for editing the handbook and offering many valuable suggestions;

the students who worked on my newspaper staffs at Thompson Valley High School, for tolerating my lack of experience during the first years and for making many suggestions which shaped this handbook;

and finally, my wife, Ruth, for tolerating the life style of a newspaper adviser, for allowing me to spend one summer working on the handbook, and especially for volunteering to "type" for me which means correcting my spelling and grammar, translating my penmanship, and spending hours with a typewriter.

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Staff Handbook for a High School Student Newspaper

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ERRATA

Beginning on page Q-10, each question is coded in parentheses to the page where the answer can be found in the stylebook in the reference section. All of the page references are one page ahead. For example, the answer for the first question is on page R-4, not R-5, as indicated on page Q-10. This is true of all the questions in this section, Q-10 to Q-13.

Introduction for Advisers

"I have made it my responsibility not to tell the American public what to think, but rather what to think about."

Edward R. Murrow

I believe in newspapers. From the small town weekly to the morning daily delivered before breakfast, newspapers fill mankind's need to know about the people and events of the world. I believe in high school newspapers. High school students need to read about their school community and the issues shaping their lives. In every high school, one teacher must grab and enjoy the responsibility of advising the school newspaper. The quality of a school newspaper reflects the quality of leadership given by the adviser. Students must have the opportunity of learning how to handle the responsiblity of telling their high school community what to think about. I believe student newspapers have the power and responsibility to inform, to persuade, to criticize and praise, to entertain, to produce change, and to serve.

Teachers who accept the challenge of advising usually find that along with the power and responsibility come pressure and some pain. This is especially true for the inexperienced, untrained adviser. Working until midnight on the last deadline. Discovering that your editor misquoted the principal on the drug article. Having a club sponsor demand that her club should be covered in every issue. Hearing that the football coach thinks the article about his team should be on the front page instead of the marching band article. Sacrificing sleep and time with the family. Rewriting articles three times. Apologizing to the homecoming court for the ugly picture. Explaining how to proofread every issue. Taking pictures at the Prom because all of your photographers have dates. Listening to teachers call your newspaper staff stupid, elite, and poorly trained. Listening to the administrators say that the last issue was the best of the year while you know it was the worst. I have experienced all of these "pains" and many more, and yet I believe a strong, respectable high school newspaper is possible and needed.

I now enjoy the challenge of advising a high school newspaper. After four years of planning, developing, and learning, the rewards of advising begin to balance the hassles. The handbook which follows is in many ways a record of the decisions made by my staffs to improve our newspaper and a textbook explaining what most staff members must learn to produce a quality newspaper. Thus, the handbook is a tool used to organize, teach, and help untrained high school students to become efficient and effective high school journalists. When a student newspaper staff begins to grow and mature in this manner, advising becomes a creative challenge.

To understand the handbook and the comments in this introduction, it is necessary to understand my educational background and my present school situation. I am a trained English and reading teacher, not a

journalist. My bachelor's degree is in English and history, and my master's degree is in Communication Development, an interdisciplinary language arts program. My knowledge of journalism has come through one high school journalism class, reading journalism books, digesting newspapers (especially sports pages), editing a college newspaper, attending several college journalism workshops, and talking to as many high school advisers as possible. During my senior year of college, I was the editor of a weekly, four-page newspaper at a college of 1200 students. Because no journalism courses were offered at the school, I spent one summer reading all I could to prepare. That information and additional reading have now been "cooked" by the experience of advising for four years. I did not become a "photographer" until after my first year of advising when I took a college course in black and white photography. I believe interested English teachers can become "self-trained" journalists. However, I am sure that there is some "misinformation" in my handbook because of my lack of formal training.

I teach at Thompson Valley High School (TVHS) in Loveland, Colorado. TVHS is a six-year-old school with about 900 students from a conservative but growing community of 32,000. I was the first semi-trained journalism teacher at TVHS, so I began at the beginning. I have been given the freedom to create a program I can live with, mainly because no one else wants the responsibility or understands what I am doing. TVHS is filled with students interested in math or science, with only a few talented English students who are involved in many other activities. The Thompson Valley Voice (it used to be called The Paper, but the staff for the 1981-82 school year voted to adopt the new name) is printed about every three weeks, 11 times each year. It is usually eight pages and is offset printed on newsprint. We set copy, headlines, and graphics at the local newspaper. To train students, I have a semester journalism class (English credit), a semester photography class, and a newspaper class (general credit) which meets as my sixth class. I also spend my planning period working with editors, photographers, and the yearbook staff.

My education and experience have led me to certain beliefs about high school newspapers which also must be understood before reading further. I believe in student newspapers. That means students should be the ones making the decisions and doing the work. When high school administrations allow a newspaper, they create a forum for student expression. Adults in the community, including the adviser and principal, should not control the publication. Students must be given freedom to exercise their right of free speech. However, not just any student should run the student newspaper. High school journalists (students given special training in all aspects of journalism) should exercise the power and responsibility of the press. Therefore, the adviser's job is to create a program which teaches quality journalism and allows students to use what they have learned while they make their own decisions. The goal is for students to become independent journalists. The "becoming" or the process is as important as the final product. The goal should always be an excellent newspaper, but few high schools have enough talented students to produce "perfect"

newspapers. The emphasis should be on the valuable process of how to think, plan, and write like a journalist. To develop such a program takes at least three years, and advisers must work hard but patiently at the beginning. The goal, however, I believe should be a student newspaper which is an accurate, effective student voice.

The rest of this introduction will answer specific questions that will explain the handbook and will offer my method of handling problems and decisions facing every adviser.

Why should this handbook be published?

1. To my knowledge, no handbook developed in the high school classroom is available. While many journalism books say that advisers should compile a handbook, I know of no complete models. For first year advisers, it demonstrates one method of organizing a student newspaper which might help overcome the chaos and ignorance of the first year. Rookie advisers could use it as a guide for building their own handbooks. Experienced advisers should compare their organization and standards with those presented, seeking new suggestions to solve old problems.

2. The Colorado Language Arts Society (CLAS) asked me to polish my existing handbook for publication. It is the desire of CLAS to publish a variety of teacher-constructed materials. I believe CLAS's desire to publish teacher-developed materials is worthwhile and needed. Teachers create many useful learning tools, and they should be shared freely to help other teachers. CLAS realizes that many English teachers are drafted into journalism and need additional resources.

3. I agreed to share my handbook because I believe high schools need good newspapers, and good newspapers begin with prepared advisers and a detailed handbook. My hope is that the handbook will help some advisers enjoy putting out a newspaper with high school students.

4. I did not agree to have this handbook published because I am an excellent adviser who knows everything about journalism, or because my newspaper has won countless awards, or because my handbook guarantees success. On the contrary, I am a converted English teacher who still remembers the struggle of beginning a high school newspaper four years ago. Our newspaper ("Our" is correct because neither adviser nor students can take all the credit or blame for a publication) has only risen to the B plus/A minus range in quality as judged by college evaluation services. Most people in my school think we have a "good" newspaper that makes some mistakes.

5. Finally, I agreed to prepare the handbook for a completely selfish reason. The handbook which follows is the exact handbook I will use with my staff. This has been an opportunity for me to rethink and revise the handbook into a more effective package. If you find something you disagree with or would like to discuss, feel free to write me at Thompson Valley High School, 1669 Eagle Drive, Loveland, CO. 80537.

Why use a staff handbook?

The newspaper staff handbook is much like the football coach's

playbook. The primary job of the adviser is to organize the newspaper: identify every task, assign a staff member to every task, teach staff members how to do every task, and help staff members get every task done on time. Newspaper work is detail after detail, which must be done on time and in the proper sequence. This handbook is a textbook which is placed in every staff member's three-ring notebook at the beginning of the school year. Bringing organization and structure to work habits of high school students is essential if the goal is to make students independent journalists. The adviser must also take about 25 different students and make them cooperating staff members. The handbook is an efficient, uniform method of communicating the needed stucture and organization. It saves the adviser hours of explaining and puts the burden of knowing on the staff member, not on the adviser for explaining everything to everybody.

How should advisers use the handbook which follows?

The handbook for the Thompson Valley Voice cannot become the handbook for your staff. It should be a model for building or writing your own handbook. Organizing a newspaper must begin with the size of the school and the production process. The examples below can be easily adapted, but each adviser must begin by understanding the printing process available and the built-in time restrictions. Make sure your printer explains all aspects of production until you understand them completely. I would first suggest reading the handbook for ideas, comparing the structure here to the structure you are familar with. Then you may want to use it for beginning a discussion with your staff on how things should be done on your staff. That is how this handbook grew. You have permission to reproduce parts of his handbook for classroom use, but not for resale. If you plan to reproduce large sections, it will be cheaper to purchase additional copies from CLAS. Be patient in attempting to write a handbook for your staff. It will take you several years to develop it.

What is in this handbook?

Turn to the first page of the handbook, the table of contents, and let me briefly explain the contents. The handbook has four separate sections, numbered independently. Our staff puts clear plastic page covers with index tabs between the sections and puts pages that are frequently referred to--like the teachers' schedules and headline schedule--in the page covers.

The policies section contains staff rules, policies,grading system, job descriptions, and forms. We study this section at the beginning of the year and refer to it when problems arise during the year. All rules and policies are subject to change, and each staff must adopt policies that it can live with. The job descriptions in the "staff responsibilities" section reflect my experience that it is best to give all leaders and better students on the staff an area of specific responsibility. It is the best motivation I have found. If you have a smaller staff, the same amount of work must be done, but

one person will have to do several jobs. The forms included are extremely important. They establish a uniform system of communication that does not require the adviser or editor to explain the details of every assignment to every staff member. No one person can remember all the details and decisions in every issue. These forms have saved us time and improved the quality of our newspaper. Be sure to modify them to your production schedule.

One chart, the "Production Schedule," also needs further explanation. It is vital to establish such a schedule for your staff so that everyone knows what must be done on what day. Our goal is to spend three weeks on each issue with due dates spread evenly so that the last several days before publication do not demand dawn-to-midnight labor. We try to get as much work done during school as possible.

We follow the "design concept" of planning each issue, similar to the way magazines are planned. After selecting articles for three days, page editors design each page and pass out corresponding assignment sheets. These dummy design pages are tacked to the wall and guide the production for the next three weeks. If new articles come to our attention, we change plans. The dummy design pages also guide paste-up. This system guarantees enough copy will be written, and it will fit together in attractive patterns using a variety of column widths. It also guarantees that everyone should know what to do and why.

The reference section should be used by each staff member for every issue. It includes a stylebook, a headline schedule with unit counts, a body copy count sheet, and additional reference materials. I "rewrote" this stylebook for our staff. Better stylebooks are available in several books on the reading list. I believe the rewriting is useful because examples from TVHS could be used and confusing rules could be simplified or eliminated. Getting any staff to use a stylebook is a challenge, and the AP Stylebook is too complicated for rookies. This compromise works to a certain degree. The headline schedule gives unit counts for the headline style we use on all articles throughout the newspaper, except ads. Because we use a variety of column widths, all of the counts are given in pica widths, not columns. The additional references save staff members hours of time and stop countless excuses about not being able to find people or call people or spell names correctly.

The learning section is used at the beginning of the year, when new students join the staff, and when the staff gets sloppy. This is a mini-journalism text prepared to help the writers on the staff. The challenge is to use learning materials not used in the journalism class. About one-half of the staff will have taken the introduction to journalism course. Thus, I need to instruct rookies and semi-trained staff members at the same time. I try to cover the basics, using examples from our old newspapers because they motivate students. None of the learning materials can teach alone. I use class time or special meetings to explain all the details as we try to get the first issue done. Then I continue to teach almost every issue. This learning

material must be ready at the beginning of the school year so that the adviser has time to teach the material, not prepare it. Getting the first issue done requires your full-time attention. Never underestimate the difficulty of learning everything that a journalist must do extremely well.

This handbook is not a replacement for journalism books. The purpose of the handbook is to briefly communicate the standards and practices of journalism texts to an inexperienced high school staff. I have included a reading list and organization list at the end of the introduction for sources of information advisers must master. When you compile your handbook for your staff, use examples from your newspaper. And some of the "how-to material" should be changed to match your production process. For example, your staff will probably proofread in a completely different manner.

The question section is not the "test" section, but it is extremely important. Handing this rather massive handbook to staff members at the beginning of school and asking them to read it is not enough. Few students are good readers, and some students only read when forced to read. So, the question section serves several functions. First, it tells staff members that they will be held accountable for learning the material in the handbook. Second, these questions are simply exercises which force students to use the material they have just read. Third, it gives the adviser an indication of what staff members understand and what needs to be re-taught. Fourth, it tells staff members what is worth knowing, and it serves as an extra reminder after reading. No scores are recorded, and no grade is determined by how well the students do. I do award points simply for answering the questions so that everyone takes time to do the work. For most of the sections, the answers can be written on an answer sheet and graded by an editor. The adviser needs this type of feedback to help students learn this rather overwhelming amount of information. These questions should be assigned section by section immediately after the staff members have read parts of the handbook and discussed the contents in class. Notice that the last section of questions on journalistic jargon also serves as a glossary for the handbook.

How should conflicts with the administration over freedom of the high school press be handled?

Luckily, I have had only a few conflicts to handle, but those conflicts have taught me that newspapers naturally produce conflicts. Thus, potential for problems is great. First, I strongly believe that the newspaper belongs to students, not to adults in the school. If you can convince staff members that it is their newspaper, their responsibility, and their right to decide the contents of every issue, the majority of every staff will mature rapidly and be motivated to do the work they plan. Second, the high school press is protected by the Constitution and the numerous free speech interpretations of the courts. Study the Student Press Law Center Model Guidelines in the learning section and subscribe to the Student Press Law Center Report. Give copies of these publications to your administrators. The law is on the side of the students' free speech. Third, and most importantly,

the best defense is a quality publication. Teach the ethics of responsible journalism. Demand that your newspaper looks good, spells the names correctly, reports on all parts of the community, and lives up to the high standards of professional journalism. Student journalists must become rational thinkers, deliberate planners, and unified workers. When administrators complain, have them talk to the entire staff. Fourth, as an adviser, do not censor anything except "unprotected speech." Your staff members can sue you. Persuade; do not force. Ask questions; do not give commands. I always warn my administrators before a controversial article is to appear and explain how the staff made the decision. However, I never show any copy to my principal before it is published and never give him any opportunity to stop the publication of controversial issues. This system prepares the principal for the phone calls but does not make the principal responsible for its publication. Finally, do not be intimidated. Defend your position. Newspapers are an open forum for free speech. When a controversial issue is planned, present both sides or the numerous sides of the issue. Newspapers do not take sides on issues of morality, but they should allow conflicting moral positions to compete in print for the reader's attention. Remember that most people read a newspaper to find support for their opinions. If pressure continues, talk to other advisers for support. If interference continues, quit. Newspaper advising is too much work to do in a hostile environment if you cannot handle the pressure.

On a related topic, advisers must become good negotiators with administrators. A popular newspaper with many students signing up is the best bargaining position. Every staff needs a room or a "home" which is used only for newspaper production. The darkroom should be close by if at all possible. The newspaper staff should also meet each day as a class, and staff members should receive general academic credit, not English credit. Finally, the adviser should present all possible alternatives for printing and financing the newspaper to the administration. Then the best methods can be selected.

How much work should the adviser do for the staff? Who edits copy?

I do too much and edit too much. I try to reduce my help as the year goes on and the staff becomes more skilled. I try to view myself as a relief pitcher or pinch hitter for emergencies, but at times getting the issue done dissolves that idealism. During my first two years of advising, I did more work when my staffs were not well trained. Now I teach more and work less.

On a student newspaper, students should edit. However, in four years I have only found one student who was really capable. And, with first time writers, editing their writing is about the only way of helping them to improve. So, I edit most of the original copy, and students read all the typed copy ready to be typeset and do all the proofreading. I make more improvements on important articles, always considering the experience and potential of the writer. About one-third of all articles are rewritten by the students before publication.

I am also constantly involved in checking headlines and organizing paste-up. These are difficult areas where students need constant help. When I began advising, I believed it was essential to establish a quality publication that would attract the best students and gain respect in the community. Therefore, I stopped many mistakes. While this strategy did improve our newspaper, it also taught my staffs that I could rescue them.

How do you get the work done on time?

Quality students who care. Constant reminders. Organization. Checklists. But we still get behind. The ultimate threat: if a staff member misses the last deadline, white space with the person's name will appear where the article or photograph or ad was to appear. We would use this only if the staff person had a long history of missing due dates. This solution is embarrassing to the entire staff.

Editors and I are always making lists of things to be done, and we constantly remind students of the production schedule. Weak staff members are slowly given less to do and some leave the staff. After four years, we had to run white space once last year. No one on the staff thought we would use it, and this harsh piece of reality stimulated the staff to get done on time.

How should grades be awarded?

I have used four different grading systems in four years and have never been satisfied. The quality of each newspaper should be the real motivation for the staff, and grades should be incidental. But I have found grades necessary. In a team effort with some individuals who need extra motivation, grades are essential. The difficulty comes in deciding how to grade different jobs on the same scale--like a reporter and a business manager. Then evaluation criteria for each job and product must be designed. Finally, the adviser has to find time to evaluate and grade all parts of a newspaper. Another frustration comes in grading the work which reflects the help that the adviser or editor gave the student. The dollar system explained in the handbook works well for rating different jobs, but to measure quality, the totals must be averaged. I try to evaluate the staff's work as a group and try, when time permits, to grade each piece of work. But my grades still come out too "easy," and I do not see enough improvement for the effort invested. Because newspaper class requires extra work, I treat grades as an extra reward and try not to make them too important. I believe strongly in using the self-evaluation form to improve self-discipline and staff communication.

How should staff members be recruited?

Very carefully and very openly. I believe that any student with minimum skills should be allowed to join the staff. We run ads in several issues urging students to join, and I talk to sophomore English classes. I do not teach sophomore classes, so I have little opportunity to hand pick students. I trust the recommendations of

other teachers but seldom stop students from joining the staff because it is impossible to know if they can make a contribution to the staff until they are on the staff. Because it is a student newspaper, all students should have access to the staff. I have found that good students really appreciate being personally asked to join the staff and will join and contribute even if they are only a little interested at the beginning. Students on the staff also make suggestions about new staff members and about editors for the next year. I appoint staff positions because I do not think editors should be elected by popular vote. That is one power adults in the school should control. Finally, my goal is to have a staff of half seniors and half juniors so that I can find experienced leaders for the next year's staff.

How is your newspaper financed and how should the advertising be handled?

You will find the proposed budget for 1981-82 school year in the forms section. Basically we have been able to survive by selling ads. However, a weak Loveland economy--four of our advertising businesses last year closed during the school year--means we will probably need a larger subsidy from the school district. We now receive 10 percent of activity ticket sales. Subscriptions have been a good source of income. We sell subscriptions for $5, and bulk mail 200 newspapers each issue for the price of 3.5 cents per newspaper. We also "sponsor" some standing departments which means that businesses pay a fee of $10 to have their name placed at the bottom of the department. Our paper is free to all students and faculty, and we refuse to do fund raising activities. I prefer to raise money by traditional newspaper methods and stay away from district funds which could be stopped in an attempt to influence the content of our newspaper. We have been able to survive because of the low prices charged at the local newspaper where we set our copy. I am suggesting to the school district that it would be wise to invest in a computerized phototypesetting machine to save money for publications in the future.

For advertising, we use a four member ad staff and one business manager who do all the advertising work. Some staffs have every staff member sell ads, but I believe advertisers must be specialists and I do not have time to train my entire staff to become advertising specialists. And I do not want my entire staff driving around town. So, I have always found four students--two juniors and two seniors--who want to sell and design ads. Each student is assigned one section of town. We run an ad campaign in August and try to have each business commit itself to ads for the entire year. The student advertiser sells the ad and then designs the ads for the business for the entire school year. This system has worked well for us.

How do you handle photography?

For English teachers, understanding photography and printing are probably the greatest challenges. If you are not a photographer, perhaps another teacher at your school can teach photography. If not, I suggest that you should learn everything possible about photography

and become a "photographer." This is what I have done. As I have taken numerous pictures around school and used the darkroom, my ability to advise students and teach photography has developed rapidly. I feel lucky to have the opportunity to learn such a fascinating subject. I suggest spending a summer taking a college photography course if possible.

Going into specifics about photography is impractical because photography is very technical and most of the help inexperienced advisers need can only be solved by understanding photography. However, I will briefly summarize how I have organized our darkroom and do newspaper photography.

We have one photography staff for both the newspaper and yearbook at our school. The advisers of both publications work closely, but one teacher must lead the photographers and control the darkroom. Most students have their own equipment, but the school owns three cameras and six lenses which we check out. It is essential that all publications photographers take the beginning black and white photography class before joining the staff. Photography is too difficult to teach while putting out a newspaper or yearbook. I try to find at least two quality photographers who are not athletes or busy in other activities.

Each photographer is responsible for selecting an assignment, taking the picture, developing the film, and printing the picture. At the beginning of each newspaper class, I decide who will be printing and developing in the darkroom. All negatives are placed in plastic pages. Proof sheets are made through the plastic and filed in a notebook corresponding to the negatives. We file both negatives and proofsheets in chronological order, labeling the top of every proofsheet. No negatives leave the darkroom. Proofsheets are used for selecting pictures, and print request sheets tell the photographer what to print. We print to size for the newspaper to save money on the halftones which our printer makes for us.

We use Kodak film, paper, and chemicals. We use contrast grade paper--no. 2 and 3 mostly--because it is easier to use than variable contrast papers. We purchase supplies through a local merchant. While the prices are higher, the convenience and information offered is worth the price. The photo editor and I mix all the chemicals and supervise the darkroom which has individual lockers for cameras and a film/print dryer which helps to speed work along. I have not found a method to keep the darkroom clean. If you have, please tell me.

Good photography can save your publication. We shoot lots of film and print many pictures until they are of good quality. We demand at least one picture on every page. To communicate to the staff photographers how to take pictures in our building and how to take sports pictures, I have written a separate handbook for photographers. That saves time in explaining every assignment to every photographer. I also require every photographer to read Carl

Vandermeulen's Photography for Student Publications.

What could be added to this handbook?

Staff handbooks should continue to grow as the staff becomes more sophisticated and the adviser has time to prepare materials. Here is a list of things which could be added to this handbook: a list of standard copy editing symbols; an evaluation form for measuring the quality of each issue;instructional material for advertisers; instructional material for page editors on how to design pages; samples of effective and ineffective cutlines; proofreading exercises; and a list of paste-up terms and procedures.

Is a student newspaper worth the trouble?

Yes. Advising a student newspaper is a demanding job that requires the knowledge and patience to handle many details. The rewards are often subtle at best. But student newspapers offer a unique opportunity. Student newspapers are one of the few opportunities where students can run the show,where students make the final decisions, where student writing counts, and where students show their work to the entire community. On the stage, the director is in charge. On the football field, the coach commands. In the newspaper room, student editors work together to maintain an open forum where issues can be discussed and student curiosity can be stimulated. The student newspaper is a real-life, vocational, community-serving opportunity which cannot be found any place else in the high school curriculum.

Reading List

The books below are the source of most of the thoughts in this handbook. They deserve to be read and studied.

Journalism

Scholastic Journalism. Earl English and Clarence Hach. Sixth Edition. Iowa State University Press, 1978.

This is a very complete, sophisticated high school text. It does a good job of setting forth standards of good journalism and offers many exercises. It is strong on the technical, printing, non-English side of journalism. I would suggest it for advisers, not students. It is probably the most specific book available.

Press Time. Julian Adams and Kenneth Statton. Third Edition. Prentice-Hall, 1975.

This is a good, general high school text with many good examples. It teaches writing best. It is attractive to students and I use it in my journalism class even though I frequently disagree with it, especially on the role of student newspapers in high schools. The "editor handbook" in the back is a good resource and includes a good stylebook.

Springboard to Journalism. Benjamin W. Allnutt. Columbia Scholastic Press Association, 1973.

This is the most concise and precise book available. Its 96 pages are filled with suggestions for teachers teaching journalism. It is a good review for newspaper teachers.

The Art of Editing. Floyd Baskette and Jack Sissors. Macmillan, 1971

This was the first text I read. It is a college text which has proven to be a dependable foundation for many decisions I have made. Its best sections are on editing writing according to the standards of journalism and how to design a newspaper.

Interpretative Reporting. Curtis McDougall. Sixth Edition. Macmillan, 1972.

This is an excellent college source for understanding reporting and writing.

The Associated Press Stylebook and Libel Manual. Eileen Alt Powell and Howard Angione. Associated Press, 1980.

This is a must reference book. It is organized alphabetically for quick use. This is the stylebook that college and professional

journalists use as their Bible.

Visual Impact in Print. Gerald Hurley and Angus McDougall. Chicago:Visual Impact, 1971.

This is a design book for editors and photographers. It illustrates how pictures should be used. Its best section deals with how to construct the photo essay.

Photography

Photography. Barbara Upton and John Upton. Second Edition. Little, Brown and Company, 1981.

This photography book has excellent illustrations which are adapted from the Time-Life photography series. It covers all aspects of photography except composition and has an eleventh grade reading level. I will use this book in my photography classes next year.

Photography for Student Publications. Carl Vandermeulen. Orange City, Iowa: The Middlebury Press, 1979.

This is the best book I have seen which is written by a high school adviser for high school photographers. It is illustrated with high school photography and I agree with most of its suggestions. I will use this as a text for my publication photographers.

Introduction to Photography:A Self-Directing Approach. Marvin Rosen. Houghton-Mifflin, 1976.

This is a challenging, detailed book but has one strong advantage: the text includes many assignment questions and practice tests. The teacher's manual includes a set of final tests. This book can be used to teach yourself, although that is a challenge in photography.

A Short Course in Photography. Barbara London. Curtin and London, 1979.

This is a simple but well illustrated book on how to handle the 35mm camera, but it does not cover darkroom procedures.

Organization List

Advising a high school newspaper is a lonely job. Few people in your school will understand or be willing to identify with the hassles you experience. But there are many advisers in other schools who understand perfectly what you face and want to discuss how you solve problems. The organizations below put you in touch with the help and

support all advisers need.

Colorado High School Press Association
Mrs. Dorothy Greer
Executive Secretary
Post Office Box 593
Estes Park, Colorado 80517

This is the best organization because it puts you directly in touch with other advisers in Colorado. Each fall CHSPA sponsors the publication olympics, a competition for all high school staffs, and a conference where students and advisers can learn. At this meeting, you and your staff can meet other student journalists from all over Colorado.

The Newspaper Fund
P.O. Box 300
Princeton, New Jersey 08540

This is a free organization that will send you interesting samples of student journalism and a timely newsletter. They also have money to send inexperienced advisers to college workshops.

Student Press Law Center Report
917 G Place NW
Washington, D.C. 20001

This publication will keep you up to date on what the courts and society are saying high school publications can legally print. An essential. But if you join the Columbia Scholastic Press Association below, you will automatically receive a copy of the SPLC Report.

Columbia Scholastic Press Association
Box 11, Central Mail Room
Columbia University
New York, NY 10027

This association offers a monthly journal on high school journalism and a fall evaluation service. I would strongly suggest having your publication evaluated by one of the three organizations on this list. It will reinforce the standards you are trying to teach. Students need convincing.

Quill and Scroll Society
School of Journalism
University of Iowa
Iowa City, Iowa 52242

Offers similar services to Columbia.

National Scholastic Press Association
720 Washington Ave. S.E., Suite 205
University of Minnesota
Minneapolis, MN 55414

Offers similar services to Columbia and Quill and Scroll.

Name _____

Staff Handbook
for the Thompson Valley Voice

Welcome to the staff of the Thompson Valley Voice, the student newspaper at TVHS. You are taking advantage of an opportunity to learn the skills of journalism and to create an informative, stuimulating, entertaining newspaper for our community. The purpose of this handbook is to communicate how this newspaper is organized and to explain what you need to know to be an effective member of this staff. Scan through the entire handbook. You will be assigned to read and study sections at certain times during the year. This handbook should stay in your staff notebook and should be in class every day. You are responsible for turning it in at the end of the school year.

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Staff Policies and Procedures

We are the press at Thompson Valley High School (TVHS). The Thompson Valley Voice is an independent student newspaper where students make decisions and do the work. Therefore, staff members will be given freedom to think and act. The Voice is an opportunity for students to experience the freedom, self-discipline, and responsibility given to college students and adults in American society. Because most newspaper work will take place far beyond the demanding eye of the editor or adviser, the quality of the Voice is dependent on staff members demanding the best from themselves at all times. Staff members will live with the consequences of their actions. Maturity, integrity, self-sufficiency, and self-control are expectations that must be met. It should not be the editor's or adviser's job to tell you what to do, how to do it, or when to do it.

However, we are the press at TVHS. The actions and attitudes of staff members often determine if the Thompson Valley Voice is taken seriously. And the action of one staff member can determine the image of the entire staff. Because of the reality of student behavior at TVHS and because TVHS students have had little opportunity for self-discipline, the goals of maturity and self-control need to be defined. Below are a set of expectations, procedures, and rules. Rules restrict freedom, creativity, personal responsibility, and independent thought. Unfortunately, groups need such structure and conformity to survive.

The guidelines below have grown out of the temptations that past staffs could not resist, the suggestions from past staffs, and the wishes of the TVHS administration. Hopefully, after reading and discussing these expectations at the beginning of the year, they will not need to be mentioned again. If any staff finds any policy unfair or impractical, changes can be made if the staff and adviser can agree on more reasonable policies.

Staff Behavior

1. Be kind. Help rather than judge.

2. Be honest. Do not cover mistakes or laziness with lies or half-truths. Lying cannot be tolerated.

3. Keep it in your notebook. Write it down. Organization is solving tomorrow's problems, today. Bring your staff handbook to class everyday.

4. Do not wait. Begin immediately.

5. Decide to be a competent, reliable person.

6. Do not eat or drink in the newspaper rooms or darkroom without the prior permission of the adviser.

7. Do not use the typewriters for personal typing without the adviser's approval.

8. Do not use the telephone for personal calls without the adviser's approval.

9. Do not leave the newspaper room without a hall pass which you fill out and the adviser signs.

10. The newspaper room may be used before and after school and during study halls.

11. Do not play with the typesetting machine, production supplies, light tables, or darkroom equipment.

12. Schedule newspaper work so it can be done on time in spite of other duties.

13. No truancies will be accepted. Repeated tardies will not be tolerated. Tell the adviser or editor if you must miss the newspaper class period.

14. Follow staff policies for arranging interviews and photographs. (see "Interviewing Instructions" and the photographer's handbook for details.) Always arrange interviews and photographs at least one day in advance.

15. Do not use the darkroom equipment or supplies for personal use without the prior permission of the adviser. Personal developing of film and making prints may be done with the adviser's approval for one-half of the announced price.

16. No prints may be taken from the newspaper room. No prints should be sold by staff members. All prints will be sold by the adviser.

17. Misuse of the darkroom--developing personal film and making personal prints without the adviser's permission--will force a reduction of the staff member's grade. Lying in an attempt to cover such behavior will force the adviser to recommend that the student editorial board vote to remove the student from the staff.

18. No staff member shall leave sixth or seventh hour early because of lack of work on certain days.

19. No student should leave the school grounds under the false pretense of doing newspaper work.

20. Any writer who "creates" a quotation or "creates" a news source will force the adviser to recommend that the student should be removed from the staff.

21. If work is turned in so late that the final deadline is past, white space will appear where the article, photograph, headline, cartoon, or advertisement belongs. The person's name will appear in that space. The adviser and editor are not responsible for nagging staff members until the work is completed. If it happens a second time,

the adviser will be forced to ask the editorial board to remove the person from the staff.

22. Do not sit on desks, lie or sit on the floor, or seek a comfortable position so you can relax during the newspaper class.

23. On paste-up days, protect the copy. Do not walk through the newspaper room unless proofreading or doing paste-up. Keep books and hands off the copy at all times.

24.

25.

Removal from the Staff or Position

The following is the process to be used when dealing with staff members who are consistently not contributing to the Voice or who are openly violating the policies of this newspaper. Removal from the staff should be treated like "firing" a person from a community newspaper.

1. Bring any conflict with a fellow staff member to the attention of the editor, page editor, or adviser.

2. The editor or page editor should discuss the conflict or problem with the individual staff member and the adviser.

3. The staff member, editor, and adviser will discuss the problem privately.

4. If the problem is not resolved, an editorial board meeting will discuss the problem. The editorial board should consist of: editor, news editor, opinion editor, literary editor, feature editor, sports editor, photo editor, advertising manager, business manager, copy editor, and art editor.

5. If a majority of the editorial board votes to remove a person from their staff position, the adviser, editor, and individual involved will decide the person's role on the staff.

6. If a majority of the editorial board votes to remove a person from the staff, the TVHS administration will be notified and the individual will be treated like any other student leaving a class, including a parent conference and a "WF" semester grade.

7. Possible reasons for removal:
   Several unexcused absences or truancies.
   Disrespectful behavior toward anyone.
   Continued sloppy work and apathetic class behavior.
   Continued failure to meet deadlines.
   Complaints from other teachers on staff member's behavior.
   Leaving the class or school grounds for personal business under the cover of newspaper work.

Removing materials from the production room.
Using the darkroom for personal fun, pleasure, and profit.
Selling photographs.

Evaluation and Grading

All people need to be evaluated. Everyone needs to be told the strengths and weaknesses of their performance so that good work will be rewarded and poor work can be improved. Moreover, students are used to the motivation provided by grades. Thus, all staff members will have all work evaluated and graded, eventually receiving a traditional grade on their report card.

All work will be evaluated by the adviser. On the Tuesday following each issue, the entire staff will discuss each issue. When possible, evaluations of articles, photographs, ads, and paste-up will be returned on this day. Staff members are to keep all original work, notes, and questions. All work will be awarded dollar values according to the values listed below. Students should keep track of all dollars earned.

Dollar values for newspaper assignments:

handbook test $4.00
article $4.00
collecting news $2.00
headline $2.00
cutline $2.00
paste-up after school $4.00
paste-up in school $2.00
article questions $2.00
designing one page $4.00
cartoon $4.00
advertisement $4.00
typing for one issue $4.00
selling ads (1st Q) $10.00
business relationships $10.00
filing $4.00
mailing $4.00
photo assignment $4.00
extra hours $4.00
bookkeeping per issue $4.00
notebook per quarter $5.00
distributing newspapers $2.00

Penalties for newspaper assignments:

truant $10.00
unexcused absence $5.00
repeated tardies $1.00
late work, per day $.50
no assignment sheet $.50
miss paste-up $4.00

dirty darkroom $4.00
miss a meeting $4.00
stylebook $.05
spelling $.05
misspelled name $.25
failed to circulate $2.00
playing with typesetter $20.00
playing with supplies $5.00
eating without permission $5.00
using telephone $5.00
using typewriter $5.00
litter books in room $.50
selling prints $20.00
stealing supplies $20.00

Each student will be given a traditional letter grade for each semester. The academic credit is general graduation credit, not required English credit for graduation. The final grade for each quarter will be the total of grades from four categories: self-evaluation, quality of work, quantity of work, and adviser's evaluation. Each area will be one fourth of the final grade.

1. Staff member's self-evaluation. Each member of the staff will complete a self-evaluation form (see form below). The self-evaluation will require an analysis of the individual's performance and potential, and the staff's performance. The staff member will determine a grade for his or her performance and defend that grade.

2. Quality of work. The adviser will average the dollar values for work done in certain categories: reporters: writing articles; editors: designing pages, writing articles; photographers: photographs; advertisers: advertisements; and cartoonists: cartoons. The business manager and typists will not have this grade. The dollar values will translate into grades in the following manner:

A--$4.00 to 3.50	A--$2.00 to 1.50
B--$3.49 to 3.00	B--$1.49 to 1.00
C--$2.99 to 2.50	C--$ .99 to .50
D--$2.49 to 1.50	D--$ .49 to .00
F--$1.00	

3. Quantity of work. The dollar values for all other areas of work not above--like attending paste-up, keeping a notebook, writing headlines, and distributing papers--will be totalled. The totals will be placed on a curve by the adviser and grades awarded. Penalty dollar values will be subtracted from the staff member's total dollar value.

4. Adviser's evaluation. The adviser will try to measure the staff member's overall contribution to the staff in light of the person's experience and ability. This part of the grade should make up for the inadequacies of the above methods of determining grades. The letter grades should have the following meaning:

A (100 to 90%)--a staff member who consistently does most of the

following: meets deadlines; always contributes when planning issues or making a decision; cooperates with editors, advisers, and entire staff; sees work to be done and does it without being told; creative and effective in writing, designing, drawing, or photographing; concerned about quality; follows stylebook; willing to do "dirty work"; a dependable reporter who can handle demanding assignments; respected by most staff members; follows handbook policies; a positive, cheerful person; work seldom needs to be re-done.

B (89 to 80%)--a staff member who inconsistently meets the criteria for an "A." "B" students usually have a good attitude but have problems making deadlines, writing high quality material, taking effective photographs, doing work on a self-motivated basis, or doing unpleasant labor.

C (79 to 70%)--a staff member who consistently fails to meet the criteria for an "A" and probably violates staff policy. The "C" student fails to improve or change behavior after repeated help or conversation with the adviser or editor.

D (69 to 60%)--a staff member who makes almost no contribution to the Voice. This student's attitude and performance are a liability to the staff. If such effort continues, the adviser would recommend removal from the staff.

"WF" (59 to 0%)--a staff member who has been removed from the staff.

Two notes about grades. First,grades are another necessary evil but a proper reward for newspaper staff members. The real judgment and reward should come from how the Voice is received and commented on in our community. And how it is judged in various contests. The reward of grades is secondary--like receiving a salary. Because working for the Voice often requires more work than many classes and your work is open to everyone for criticism, the grading system tends to be toward the "easy" side. Be motivated by doing quality work, not getting a better grade. Second, students who join the staff without previous high school journalism training will receive higher grades than they deserve until they have learned all the detailed knowledge journalists must know. If new staff members work hard with positive attitudes, they will not be penalized for their ignorance on the first semester

Staff Decisions

1. All decisions will be made in a democratic manner involving the entire staff whenever possible.

2. The content of each issue will be determined by the majority opinion of the staff.

3. If controversial articles, photographs, or cartoons split the staff fairly evenly, the decision will be made by the editorial board

by a majority vote. All members of the staff should be aware of the issue.

4. The editorial will be the staff's opinion. A majority vote will determine the opinion supported in the editorial. All staff members should read the editorial before it is published. If the editor or other individual believes strongly in an issue rejected by the staff, the staff should allow the opinion to be expressed in TV Static (a pro-con forum), a guest editorial, or an editorial column.

5. Staff members should not write or report on areas of the school in which they participate. For example, a football player should not write about the football team nor should a band member report on the band.

6. If a reporter's article requires substantial re-writing by the editor, copy editor, or adviser, the reporter's by-line should be removed.

7. If apathy or a lack of time prevent a group decision, the staff should not complain about the editor or adviser making the decision to make the deadline.

8.

9.

Staff Responsibilities

The following is a list of job descriptions. The list includes all the possible staff positions and responsibilities. Someone has to do all the work outlined below. Because the size and talent of the staff vary each year, some positions are not filled and some of the duties are done by different staff members.

Read all the duties for each staff member. Using a pencil, write the name of the editor or manager beside each title on the blank line. Use the staff roster to be accurate. Circle the number of each duty you should do according to your position on the staff. During a staff meeting at the beginning of the year, we will decide who will do the jobs assigned to several people and precisely what each editor is responsible for. The two blank numbers at the end of each section are for additions and corrections to be made by the staff during the year. Know the responsibilities of each staff member and encourage them to do their jobs to the best of their ability.

All Staff Members

1. Demand that the Thompson Valley Voice remain a quality student newspaper.

2. Come to each newspaper class ready to participate in all of the decisions and in all of the work.

3. Be concerned about every article, photograph, cutline, headline, advertisement, and the total appearance of the Voice.

4. Schedule newspaper work so it can be done on time in spite of other duties.

5. Spend at least one period per day doing and learning journalism.

6. Complete an information sheet for the news calendar by the assigned time before each issue. (See "Events Report" form below.)

7. Complete a self-evaluation form at least one week before the end of the quarter.

8. Read exchange papers from other high schools during free time, looking for strengths, weaknesses, and creative ideas the Voice could use.

9. Read community and state newspapers and national news magazines during free time, looking for ideas that we could adapt for use in the Voice.

10. View all school and community events with an eye for news values and possible articles for the Voice.

11. Maintain the good name of the Voice. Support staff decisions even though you may personally disagree.

12. Treat all staff members and news sources with respect, kindness, and honesty.

13. Become a rational person who uses words to solve problems, who listens for reasons before attacking opinions, and who engages the mind before speaking.

14. Principles, not men. Be concerned about issues, beliefs, and policies, not individuals and personalities.

15. Become an independent spectator of conflicts and issues in our community. Leave your "clique" behind.

16. If a staff member is abusing the privilege of being a Voice staff member, tell the editor or adviser.

17. When design pages are placed on the wall, read the design page, study your responsibilities, and sign your name on your article, photograph, or ad.

18.

19.

All Page Editors

1. Attend editor meetings which determine the content and layout of each page.

2. Design the dummy layout pages for pages assigned to you.

3. Write up reporter assignment sheets, photo assignment sheets, and art assignment sheets for each issue.

4. Help reporters and photographers accomplish the assignments you write. Help reporters write questions for interviews. Prod slow workers.

5. Read all copy before it goes to the printer. Make appropriate changes after conversation with the writer.

6. Write at least one major article per issue and more as needed.

7. Read the features book and event calendar regularly.

8. Write at least one editorial during the year.

9. Supervise and edit the writing of headlines for your page.

10. With the photographers, select the appropriate photos for your page,

determine the exact size, and supervise the writing of cutlines for your pages.

11. Participate in as many discussions as possible which determine the content of each issue.

12. Be responsible for finding quality articles for your pages.

13. Supervise the paste-up of your assigned pages. Attend at least one paste-up session per issue.

14. Supervise the proofreading of all articles on your pages.

15. Develop news sources. Develop topics for in-depth reporting. Find potential community news articles.

16. Edit and proofread typed copy.

17. Work with the copy editor and design editor to guarantee the quality of your pages.

18. Make sure each writer on your page compares the information on the dummy layout page with the information on the design page. Guarantee quality by making sure all writers have the correct information.

19.

20.

Editor _____

1. Supervise the production of the Thompson Valley Voice. Maintain the production schedule.

2. Establish and write editorial policy in consultation with other editors on the staff. Revise it when necessary.

3. Determine the space assigned to various departments by consulting other editors and staff.

4. Serve as head of the editorial board. Write at least four editorials during the year.

5. Perform page editor responsibilities for pages assigned to you.

6. Supervise the gathering of news with the news editor by establishing and maintaining the collection of information on a regular basis--at least once before planning each issue.

7. Coordinate the assigning of all writing assignments with page editors and establish due dates for individual writers with the adviser.

8. Lead all staff meetings.

9. Supervise the collection of headlines and cutlines for each issue.

10. Supervise the proofreading for each issue.

11. Communicate regularly with the advertising editor to determine the number of ads per issue and to guarantee an appropriate amount of revenue is being earned.

12. Write articles as needed. (See reporter responsibilities.)

13. Know where all materials are in the newsroom. Keep an inventory on supplies and materials with the Business Manager. See that the newsroom is kept neat and useable at all times.

14. Review every page of paste-up before sending to the printer.

15. Be present at all editors' meetings. Attend paste-up whenever possible.

16. Pick up copy from the Reporter-Herald, trim and wax copy, proof heads and ad copy.

17. Know the duties of each staff member. Encourage all staff members to carry out their responsibilities effectively and efficiently. Cover for editors who are not doing their assigned job.

18. Select issues, with other editors, for which the Thompson Valley Voice will stand. And develop topics for in-depth issues.

19. Act as spokesperson for the staff to faculty, administration, and community.

20. Help adviser whenever possible. Act as a go-between for staff, adviser, and administration.

21. Edit the original copy of writers.

22. Supervise the graphic design throughout all pages, especially determining the standing heads to be used.

23. Edit and proofread all typed copy.

24.

25.

News Editor _____

1. Supervise the collection and printing of all news articles.

2. As a page editor, develop ideas for and design page one.

3. Supervise the systematic collection of news and ideas for articles

from news sources for the news calendar (beats).

4. Maintain a futures notebook with a list of all ideas suggested and the news calendar information sheets turned in by reporters.

5. Give the adviser a list of names of staff members who did and did not turn in news calendar information sheets on time.

6. With editors and the entire staff, decide the location of straight news articles.

7. Determine a policy for the amount of straight news which should be found in each issue.

8. Be responsible for writing (or assigning) standing departments like TV Times (news briefs), Eagle Events (calendar), and As the World Turns (the national events quiz).

9.

10.

Opinion Editor _____

1. Formulate and write the staff's editorial policy with the editor and adviser.

2. Coordinate editorial comments on straight news articles and feature articles.

3. As a page editor, establish guidelines for standing features such as Outstanding Student, TV Static, Letters to the Editor, and editorial cartoons.

4. Help other page editors who are writing editorials.

5. Edit material consistent with editorial policy. Remind the staff of the editorial policy while discussing controversial subjects.

6. Coordinate the Voice's Expository Essay Contest: help advertisers to solicit money, identify judges, establish rules, organize the promotion, and design the layout in the Voice.

7. Write at least six editorials per year.

8. Lead discussions on issues presented in editorials and work for the correct stand on the issue. Work for more than a simple majority.

9. Maintain independence of thought from the adviser and faculty and administration without disregarding their opinions.

10. Coordinate appropriate editorial cartoons with the art editor.

11. Develop an easy to read, attractive, "unique," design that separates the opinion pages and particularly the editorial from the rest of the news articles.

12. Demand that everything possible is done to get editorials read by most students.

13. Encourage students to write letters to the editors.

14.

15.

Literary Editor _____

1. Solicit creative writing from members of the staff and from members of the student body. Lead the staff in deciding whether creative writing should be in every issue, most issues, or in a special creative writing supplement.

2. Develop a criteria for editing creative writing. Edit creative writing.

3. Work with the art editor to illustrate writing when possible.

4. Attempt to provide a balance between all literary genres.

5. As a page editor, design an attractive, "unique" design for the layout of the "literary" or "entertainment" page.

6. Coordinate the creative writing contest: solicit prize money with advertisers, identify judges, establish rules, arrange the promotion, and design the layout in the Voice.

7. Establish criteria for selecting movies, books, and albums to be reviewed. Lead the staff in deciding which literary forms should be regularly reviewed.

8. Work with reviewers to write readable, fair, and informative reviews.

9.

10.

Feature Editor _____

1. Develop quality humor and entertainment for each edition of the Voice.

2. Develop ideas for articles that require in-depth research.

3. As a page editor, supervise, edit, and establish guidelines for standing deparments: Trivia Time, Heap of the Issue, Logic Problems,

Personal Columns, Crossword Puzzles, Cartoons, etc. Demand quality.

4.

5.

Sports Editor _____

1. Become personally acquainted with all coaches. (But not too personal.)

2. Supervise the writing of the sports column. Strive toward a variety of opinion, entertainment, and observations.

3. As a page editor, maintain a variety of sport news, sport features, advance articles, summaries, and action photos.

4. See that no sport is unfairly ignored. Lead the staff in deciding whether J.V. sports deserve coverage.

5. Lead the staff in deciding which sports deserve coverage in each issue.

6. Help reporters cover each sport. Lead the staff in deciding whether one reporter should report on the same sport for the entire season.

7. Supervise the writing of sport shorts.

8.

9.

Copy Editor _____

1. Be responsible for every word printed in the Voice.

2. Edit original copy, discussing changes with the writer.

3. Proofread and edit all copy after it has been typed. Check spelling, stylebook conformity, clearness of communications, pica width instructions, byline, and length.

4. Maintain a master check list for all articles. Check off all articles typed and remind staff members of work that still must be completed.

5. Supervise proofreading: handing out articles, marking errors, writing corrections, and typing corrections.

6. Attend as many paste-up sessions as possible and supervise correcting articles and re-proofreading until all corrections have been found

and re-ordered.

7. Proofread as many articles and cutlines as possible.

8. Remind reporters of common errors made frequently.

9. Help with paste-up when possible.

10. Serve as a reporter when needed.

11. Use standard copy reading symbols.

12. Demand that every issue be free of typographical errors.

13.

14.

Design Editor _____

1. Participate in the selection of all articles, suggesting methods of effectively designing and communicating those ideas.

2. Evaluate the design of every page drawn by the page editors. With the adviser and page editor, re-design pages when necessary. Demand effective, complete, quality layout designs.

3. Insist that a variety of designs is used in issues throughout the year.

4. Write a checklist for each page in every issue. The checklist should include the writers' names, pica width, and word length for every article, cutline, and headline.

5. During the newspaper class period, collect all headlines and cutlines. Guarantee quality and demand that they be re-written until satisfactory. Help writers with ideas and suggestions.

6. Maintain the checklist, always ready to inform staff members what still must be done. Ensure that all deadlines are met for the typesetter and Reporter-Herald. Write headlines and cutlines only if absolutely necessary.

7. Type headlines, folios, name plate corrections, and cutlines. Guarantee that only quality material is sent to the typesetter and to the Reporter-Herald.

8. Schedule staff members for paste-up.

9. Attend as many paste-up sessions as possible. Supervise paste-up with the adviser.

10. Pick up copy from the Reporter-Herald.

11. Paste-up pages and explain how to paste-up pages to other staff members.

12. Check every page with page editors to guarantee the paste-up quality of every page--completeness, straightness, folios, headlines, cutlines, ads, etc.

13. Take copy to the Triangle-Review in Fort Collins.

14.

15.

Art Editor _____

1. Supervise the drawing of all illustrations and cartoons for the Thompson Valley Voice.

2. Guarantee the quality of all art work by demanding the use of dark (fine line) ink on high quality white paper.

3. Have all illustrations drawn to size or give instructions to enlarge or reduce the work by using the proportion wheel.

4. Coordinate an Art Contest: solicit funds with advertisers, identify judges, establish rules, organize the promotion, and design the layout in the Voice.

5. Be willing to do art work for promotion and publicity of the Voice events.

6. Be willing to help with paste-up.

7. Write art assignment sheets for all art work in each issue.

8.

9.

Advertising Manager _____

1. Supervise the sale and design of all ads.

2. Organize the ad sale campaign with the adviser and other advertisers.

3. Work with the adviser and ad staff to develop an ad contract, ad rates, and billing statement.

4. Work with the ad staff and adviser to establish ad sale techniques, advertising policy, collection of ad information, and delivery of statements.

5. Assign ad staff members to certain businesses and assist each staff

member in preparing ads.

6. Whenever developing ad staff policy, take leadership but work for policies that everyone can accept easily.

7. Develop a survey to measure how students spend their money and if advertising affects their purchasing.

8. Edit all ads before they are sent to the typesetter.

9. Maintain friendly and polite relationship with all business people.

10. Complete responsibilities outlined for advertisers.

11. Compile a list of ads to go into each issue at least three weeks before publication--advertiser, size, old or new ad, and total value.

12. Keep a neat file of ad contracts by businesses and a file of all graphics used by various advertisers.

13. Keep a notebook with xerox copies of all ad contracts. Keep the contracts updated by showing payments made by the businesses for ads run in the Voice.

14. Work with the business manager on delivery of statements and collection of payments from advertisers.

15. Encourage the reading of ads and using of coupons or special offers presented in the Voice.

16. Collect samples of attractive ads in commercial or scholastic press and xerox copies to be kept in the files.

17. Maintain a master list of all advertisers: business, ad person, address, phone.

18. Sell enough ads per issue to pay for printing costs.

19. Supervise the sale of sponsors for departments in the Voice. Assign the contact and collection of money to various advertisers.

20. Handle all money collected with extreme care and give to the business manager.

21. Work with the adviser, business manager, and managing editor to meet the proposed budget.

22. Keep the advertising area neat and in working order at all times.

23. Supervise the paste-up of all ads.

24. Notify the adviser of any conflicts with business people.

25. Work with the business manager to collect late payments.

26.

27.

Business Manager _____

1. Keep a complete record of all expenses and incomes in a professional bookkeeping manner. Record the date, nature, and amount of every transaction.

2. Maintain a set of books which can be examined at any time by the managing editor, advertising manager, TVHS bookkeeper, or official auditor.

3. Keep all purchase orders and receipts.

4. Work carefully and politely with the school's bookkeeper.

5. Write a statement for billing after each issue for the advertising businesses and sponsor businesses.

6. Keep an issue by issue record of expenses and revenue, a record of money due each issue, and an account of each advertiser's payments.

7. Keep a record by the transactions with each advertiser and sponsor.

8. Know all materials in the news/production room. Keep a careful inventory with the managing editor on all materials.

9. Keep the advertising area neat and clean along with the advertising editor.

10. Maintain a neat and organized filing system for ad contracts, statements, xerox originals, circulation addresses, the books, mailing wrappers, supply of handbooks, phonebooks, and ordering catalogs. Work with the ad manager.

11. Frequently communicate with advertising manager,managing editor, and adviser on the financial state of newspaper funds.

12. Will be held accountable for any misplaced funds.

13. Apply pressure, politely, in writing and then by phone to advertisers who are two issues late in paying bills. Work with the ad manager.

14. Help develop a budget for next year's publication.

15. Watch expenditures to see they are in line with the proposed budget.

16. Work with exchange editor on the mailing of newspapers to other high schools. Keep careful account of the cost involved.

17. Supervise the mailing of all subscription papers--fold, staple, stamp, and mail all papers.

18. Help with typing when needed.

19.

20.

Exchange Editor _____

1. Write a letter to other high schools in Colorado and other states in early September (or late August) requesting an exchange of papers throughout the year.

2. Compile a master list of all high schools with whom papers are exchanged: school, address, adviser, student editors.

3. Type address covers for each exchange high school.

4. Fold and mail paper immediately after printing. Recruit help if necessary.

5. Collect issues received from other schools. Place them in cardboard folders. Keep these orderly in a "library." See that no volumes "wander off."

6. Collect interesting items from the exchange papers and write them in an "Exchange Column" when good material is present.

7. Supervise the subscription campaign to parents, alumni, etc.

8. Compile a list of all subscribers.

9. Type address covers for each subscriber.

10. Establish a subscription price with the adviser and business manager.

11. Write an introductory letter with the adviser offering a subscription to the Thompson Valley Voice.

12. Fold and mail papers to subscribers immediately after publication.

13. Supervise the passing out of papers at TVHS. All staff members should help. Keep some papers in the newstand in the cafeteria for several days after publication.

14.

15.

Photo Editor _____

1. Supervise the production of all photographs for the Thompson Valley Voice and Echoes (the yearbook).

2. Treat all assignments--for annual or newspaper--with equal enthusiasm.

3. Mix all chemicals when needed to ensure an adequate supply for any situation.

4. Supervise the opening of the darkroom each morning: pour chemicals in trays, put away dried materials, check schedules, and check to see what work must be done that day.

5. Supervise the clean-up and storing of chemicals each day after the darkroom is closed. Allow all photographers to share this duty.

6. Supervise the weekly scrubbing of the entire darkroom.

7. Keep the darkroom clean at all times.

8. Make sure that no staff members are wasting supplies, using the darkroom for personal pleasure, stealing materials, or selling prints.

9. Read and know the mixing instructions on all chemicals.

10. Follow quality control steps in photo taking, film developing, and printing outlined for photographers.

11. Follow steps for the filing of negatives and proof sheets outlined for photographers. Make sure all photographers follow those guidelines.

12. Help other photographers whenever possible.

13. Assign photo taking assignments to photographers who can complete the assignment.

14. Evenly distribute photo assignments.

15. Maintain a calendar which tells all assignments.

16. Maintain a notebook which contains a copy of all photo assignment sheets.

17. Cover for photographers who can't make assignments.

18. Keep all negatives in darkroom at all times.

19. Meet due dates for proof sheets and printing.

20. Work with page editors in the selection of photographs.

21. Work with writers to write effective cutlines.

22. Plan and produce at least one photo essay completely by yourself.

23. Organize and coordinate a photo sale to raise money for more equipment--at least one per year.

24. Read photography books or magazines in extra time.

25. Collect examples of excellent and cruddy photo journalism from the commercial and scholastic press.

26. File all prints returned from newspaper and annual.

27.

28.

Reporter

1. Attend all staff meetings when possible and actively participate in discussions about the Voice. Be concerned about every aspect of the Voice.

2. Write at least two assigned articles per issue.

3. Write according to the conventions in the stylebook and prepare copy according to the guidelines explained there.

4. Submit readable copy according to stylebook instructions.

5. Meet all due dates. Don't procrastinate. Turn articles in early if possible.

6. Write articles according to journalistic styles explained in this handbook.

7. Read the dummy layout pages, comparing the information on the design page and the information on your assignment page. Sign the article on the dummy design page you are writing.

8. Be willing to re-write articles without complaint.

9. Type articles whenever possible.

10. For each article: write interview questions, arrange interview and take notes, list key information, order information according to journalistic style, write a rough draft, read, revise, and submit it to the adviser.

11. Keep a notebook of all articles written. Include all original work for each assignment and clipped copy from the printed paper. Keep this material in the same notebook as your handbook. This material will be

used in your evaluation.

12. Bring your staff handbook and notebook to class each day.

13. Follow the instructions on the reporter assignment sheet and turn in the assignment sheet with your rough draft article.

14. Write a headline for each article you write.

15. With the photographer who took the picture, write cutlines for the pictures that illustrate your article.

16. Proofread all copy when it is set in type. Write up correction to be re-typed. When possible, proofread typed copy with editors before it goes to the typesetter.

17. Attend at least one paste-up session per issue or when needed.

18. Help to keep the production room neat and clean. Do not remove materials from the room.

19. Take photos when requested.

20. Be sensitive to events that are newsworthy. Suggest these to the entire staff for possible articles.

21. Encourage student criticisms of the Voice and share these with the entire staff.

22. Make article writing a priority among many responsibilities.

23. When a printed mistake is not corrected, write an apology letter to the victimized person.

24. Work agreeably with page editors, copy editor, design editor, and adviser to make your writing as effective as possible.

25.

26.

Advertiser

1. Approach businesses during the ad campaign and sell advertising space in the Thompson Valley Voice.

2. Develop a healthy relationship with your advertisers. Identify one person responsible for advertising. Frequent their business.

3. Have each advertiser complete an ad contract according to ad policy.

4. Xerox and file this contract into the ad contract file and place

the ad contract notebook.

5. Contact each advertiser prior to publication to gather ad contents. Remind them politely of their due dates.

6. Patiently work with "unorganized and tardy" business people.

7. Never solve disagreements over the phone. Talk to the person face to face.

8. Always sign out of school when going to visit an advertiser. Always inform the adviser when leaving school.

9. Design each ad on the design form. Write neatly and clearly.

10. Hand in all ads by the due date.

11. Be willing to re-design ads that are unacceptable.

12. Paste-up the ads you design.

13. Complete illustration request forms for desired art work with the art editor.

14. Place dummy ad forms in the ad copy basket for grading when paste-up is completed.

15. Deliver statements to your advertisers. Collect money (checks preferred) if that is the desire of the business person. Give money to business manager immediately. You are liable for money until it is recorded into the books.

16. Collect samples of attractive, poorly designed, and misleading ads from the commercial and scholastic press.

17. Check to see if mailed statements reached businesses and that those statements are correct.

18.

19.

Photographer

1. Professionally handle all aspects of producing a photograph: receive assignments, roll film, plan photo's composition, know requirements for photos needed, take photos, develop film, dry film, place into negative slips, make a proof sheet, place name, date and contents on top roll of proof sheet, file proof sheet and negative, meet due date for proof sheets, help page editor select photos and sizes, print photos, and place negative back in plastic sleeve file.

2. Help other photographers with printing. Print adviser's photos

when your work is done.

3. Clean up all materials and areas so next photographer can use them.

4. Keep all negatives dust free.

5. Keep camera clean and ready to use.

6. Have camera at school at all times with film ready to shoot. Keep cameras in the darkroom locker at all times.

7. Bulk load all film for 32 frames (25 exposures).

8. Share the darkroom with photo class students, helping them when you can.

9. Notify photo editor whenever you finish using up any material--chemicals, film, paper, etc.

10. Respect the cameras, negatives and prints of other photographers.

11. Sign out the school camera whenever you are using it. Be ready to use the school camera at any time.

12. Assist in the operation of the photo sale.

13. Write cutlines with reporters and editors.

14. Search for good, creative photo essay topics.

15. While the staff is suggesting possible article ideas, suggest ways those articles could be illustrated and communicated with photographs.

16. Help clean the darkroom after school each day and scrub the darkroom every week.

17. Read photography textbooks and collect samples of excellent and cruddy photojournalism.

18. Be willing to work in the darkroom after school and on weekends when necessary.

19. Read the Photographer's Handbook on Photojournalism for a more detailed explanation of the photographer's duty. Also read Photography for Student Publications by Carl Vandermeulen.

20. Answer the questions that go with both of the readings in no. 19. Prepare for and pass the photographer's test before serving as a photographer (80% passing grade).

21.

22.

Cartoonist

1. Draw cartoons as requested by the art editor and page editors.

2. Submit cartoons before the due date.

3. Always draw with dark ink on quality white paper.

4. Coordinate drawings with news or opinion content on other pages.

5. Constantly be watching for situations or events worthy of kidding or understanding.

6.

7.

Typist

1. Type according to style sheet copy instructions.

2. Know stylebook conventions.

3. Make mechanical changes overlooked by editors and adviser.

4. Proofread all typing, if editors can not do the proofreading.

5.

6.

Adviser _____

1. Consult with student staff members about all decisions.

2. Demand that the Voice be a student newspaper.

3. Establish the organization of the staff. Write the staff handbook, develop a production schedule, develop staff policies, and see that the organization is followed.

4. Arrange for the production of the newspaper with administrators: production room (no other classes use the room), darkroom, typesetting, printing, paste-up facilities, and selling of advertisements and subscriptions. Sign all contracts for commercial services like typesetting and printing.

5. Order supplies for the production of the newspaper and the operation of the darkroom.

6. Recruit students to be members of the Voice staff. Try to find a variety of students from all "groups" in school and with a variety of talents. The Voice should be open to all students.

7. Select students for staff positions. Consult editors from the previous years.

8. Select students for the photography staff for the Voice and Echoes (TVHS Yearbook).

9. Seek staff memberships in national and state journalism associations and have the publication evaluated by national evaluation services.

10. Maintain a library of current journalism books. Read as much as possible. Keep current on new trends in journalism.

11. Supervise all aspects of the Voice--writing, editing, typing, designing, photography, advertising, paste-up, and business responsibilities.

12. Do as little actual work as possible. Teach students to do the work.

13. Teach the standards of quality journalism. Establish a training program for new staff members.

14. Edit all original copy for the first semester, concentrating on the work of rookie reporters.

15. Read all copy before publication.

16. Edit as little as possible second semester, teaching experienced editors how to edit.

17. Serve as a "pinch hitter" or "relief pitcher" when students can not complete their duties. Do this as seldom as possible.

18. Supervise the business operation--proposed budget, ad campaign, advertising design instruction, collecting money, subscriptions, and seeking a subsidy from the administration if necessary.

19. Visit local businesses who advertise with the Voice to collect money and see if student advertisers did a good job.

20. Serve as a buffer between the administration and staff of the Voice.

21. Explain the decisions and work of the Voice to the faculty and administration. Maintain the good name of and respect for the Thompson Valley Voice.

22. Censor nothing. Watch for libelous, obscene, and disruptive material which is not protected speech under the constitution.

23. Encourage students to use the free speech protection given to all newspapers. Try to persuade students to use free speech wisely, carefully, and meaningfully.

24. Warn students of the possible conflicts and criticism that certain

stories will produce.

25. Help students decide who should be interviewed for an article and give ideas on effective questions.

26. Make sure all controversial issues are discussed by the entire staff.

27. Establish exchanges of newspapers with other high schools and meet as many other advisers as possible.

28. Try to work effectively with every member of the staff. Encourage those students who do excellent work to pursue careers in journalism. Encourage those students who struggle to seek other extra-curricular activities.

29. Establish a quality experience in journalism for all students, especially those students who are planning a career in journalism.

30. Go home, even if the work is not done. It is a student publication, not a faculty publication.

31.

32.

Weekend	Monday	Tuesday	Wednesday	Thursday	Friday
Production Schedule		Events reports due.	Brainstorm suggestions for articles for next issue. News Editor covers Events Report Check ad sizes and charges.	Brainstorm suggestions and begin selecting articles Total ad inches Write statements.	Publication Date Distribute issue Select articles and assign pages. Editors meeting: begin designing pages. Mail exchange papers
Write late articles	Final articles. Paste-up.	Final corrections. Paste-up.	Final paste-up.	Rest, relax	Evaluate issue.
Editors complete dummy designs and assignment sheets Sleep/ski	Distribute assignment sheets. Discuss assignments. Call advertisers and collect ad copy → Photo Editor writes photo assignments.	Check design pages. Page editors and reporters discuss questions,articles Photographers assignment meeting. Return graded articles,ads,photos. Evaluate issue.	All interview dates set. All questions written. Interview,write, photograph. → Adviser helps individuals. → File all ads, graphics.		Some articles due. All ad copy collected.
Write. Design ads. Edit.	Most articles due. All ads designed and due. Reporters check edited articles. Type edited articles Develop film.	Discuss editorial. All copy due. Write heads. Edit, discuss. Type/typeset. Develop film, proof sheets.	Rewrite articles due. Finish heads. Edit, discuss. Type/typeset. Develop, proof. All graphics due.	All proof sheets due. Select photos. Write cutlines. Paste-up sign-up. Type/typeset. Retake photos.	Ad paste-up. Proofread. Finish cutlines. Edit,discuss. Catch-up for procrastinators. Optional paste-up.
Write allowed late articles. Proofread. Typeset. Detail check.	All articles,cutlines due, last typesetting. Proofread/corrections Complete Event Reports. Page paste-up. Print photos. Finish ad paste-up.	Final check and last typesetting. Proofread/corrections. Paste-up. Event report due. Print photos.	Final paste-up. Last corrections, straighten. Reprint photos. Brainstorm suggestions.	Deliver to Triangle-Review. Begin next issue.	Publication Date Distribute issue. Evaluate issue.

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Self-Evaluation Form
Thompson Valley Voice

Staff Member_____

Grade I deserve for this quarter: _____

1. List your strengths and weaknesses for the past quarter.

Strengths	Weaknesses

2. One piece of best work. One piece of worst work.

3. What do you still do not understand and need to learn?

4. Defend the grade you gave yourself above.

5. List three goals you personally want to work on. Did you meet your goals from last quarter? Why or why not?

Teacher Comments:

6. What suggestions would you make to improve the Voice? Write them on the back side.

Events Report

Thompson Valley Voice

Reporter _____ Due Date _____

Information from _____ to _____ News Source _____

Instructions: Talk to your news source and write any information that would be appropriate for an article in the Voice. Write the event, date, time, place, and why the information should be considered by the staff.

Write at least two suggestions for articles that could be included in the Voice.

Headlines

Slugline _____ Issue _____

Writer _____ Page _____

Instructions: print the headline exactly as it is to appear. Write the unit markings below each letter:

(_____) - _____ - _____ - _____ - _____

units picas point size lines type style

Proof No. _____

Cutlines

Slugline _____ Page _____

Writer _____ Photographer _____

Pica Width _____ Total Words _____

Instructions: print the cutline as it is to appear. Do not indent. The photographer's name should be placed in parentheses at the end.

Writing Assignment Sheet
Thompson Valley Voice

Slugline: _____

Writer _____ Due Date _____

Subject of Article _____

Type of Article :

straight news featurized news feature interview

personality sketch editorial pro/con forum opinion column

humor column critical review cutline/article

Editor _____ Page _____ Issue _____

Total Words _____ Pica Column Width _____

Need: cut-off test photo with article subheads

Interview: _____

_____

Adviser's Evaluation

Content
- accurate
- specific
- news values
- focus
- completeness

Organization
- lead
- movement
- length

Language
- directness
- concise
- colorful
- sentences

Stylebook
- capitals
- abbr.
- names
- numbers
- punctuation
- spelling

On time:

Grade:

Suggestions and Questions:

_____

_____

_____

_____

_____

Write questions on the back side.

HEADLINE:

Pica width _____

Lines _____

Extras _____

Due Date _____

CUTLINE:

Total words _____

Pica Width _____

Due Date _____

This assignment sheet should be stapled to your article and placed in the original copy basket in the newspaper room.

Photographer Assignment Sheet
Voice and Echoes

Photographer: _____

Proof Sheet No.: _____

Subject : _____

Idea to Communicate: _____

_____

Type of Photograph:
head and shoulders environmental portrait action
posed group illustration still life

Editor Requesting _____ Writer _____ Date _____

Publication: Yearbook Newspaper Special Request

Location in Publication _____

Film: Black and White Color Print Color Slides

Format: Horizontal Vertical Square All

Facing: right left straight

Proof Due Date: _____

Cutline Information Needed: _____

_____

Editor Arranged	Photographer to Arrange
Time : _____	Contact Person: _____
Place: _____	Suggestions: _____
Person: _____	_____

Special Instructions

_____

_____

_____

_____

_____

Photographer: Keep this assignment in your notebook until the end of the semester. Be sure to record the proof number.

Art Assignment Sheet
Thompson Valley Voice

Artist: _____ Due Date: _____

Subject: _____

Publication: Yearbook Newspaper Special Request

Editor Requesting: _____

Location in Publication: _____

Cartoon: editorial feature

Text: draw set in type

Illustration: article advertisement

Reproduction: to size reduce enlarge ink pen

Content of page: _____

_____

_____

Special Instructions: _____

_____

_____

_____

_____

Thompson Valley Voice

Staff Application Form

The Thompson Valley Voice is the student newspaper at Thompson Valley High School. To join the staff, all students must complete this application form and return it to Mr. Sprain in room 137 or 138. Students may register for the newspaper in February, but all applicants will be interviewed before being accepted on the staff. Staff positions will be announced in May.

Please print the following information clearly.

Name _____

Address _____ Phone _____

Grade next year: 10 11 12 Age _____ Grade point average _____

If you are a student at TVHS, write your third quarter schedule.

	class	teacher	room
1.			
2.			
3.			
4.			
5.			
6.			
7.			

What extra-curricular activities do you plan to participate in next year during the fall, winter, and spring seasons? Check the times you will be busy.

	fall	winter	spring
sports			
plays			
speech team			
band			
choirs			
annual			
cheerleading			
job			
other _____			

over

What positions would you like to hold on the staff ? "Editor" positions are usually awarded to students with leadership potential and previous experience on the staff. Write a "1" in front of your first choice, a "2" by your second choice, and a "3" by your third choice.

editor-in-chief____	literary editor_____	reporter_____
news editor_____	copy editor_____	advertiser_____
opinion editor_____	photo editor_____	photographer_____
feature editor_____	advertising editor____	cartoonist/artist____
sports editor_____	business manager_____	typist_____
design editor_____		

REFERENCES: ask people who know you to sign their signature below to recommend you as a dependable, positive, and talented staff member.

English teacher: _____

Counselor: _____

Administrator: _____

Teacher: _____

Why do you want to join the staff?

What experience do you have in journalism?

What improvements would you suggest for next year's paper?

DO NOT WRITE BELOW

Driving: _____ Car: _____

Summertime: _____

Type: _____ Positions: _____

Number of classes:_____ Sixth hour:_____

Seventh hour: _____

Parent Permission Slip
Thompson Valley Voice

Dear Parent,

_____ is a member of the Thompson Valley Voice, the student newspaper at Thompson Valley High School. The nature of newspaper work and our publication requires driving to many places: to the Reporter-Herald for production, to businesses to collect advertising, to individuals for interviews, to sporting events to take pictures, and to TVHS for evening meetings. While all staff members will not be traveling to all these places all the time, some students will be quite busy. The entire staff will take one field trip during school to Boulder for the Colorado High School Press Association Publications Olympics in early October. In order to avoid the problems involved with weekly permission slips we ask that you and your son or daughter sign the following statements that will grant your permission for newspaper travel for the following year.

Your son or daughter should always inform you of the nature of the work to be accomplished and the nature of the travel plans. Whenever possible, I will supervise the travel. Unfortunately, it is against school policy to reimburse students with money for gas. At all times, staff members are completely responsible and liable for their actions. The Voice is a tremendous opportunity for self-guided work and for learning the newspaper business. I hope you will encourage your son or daughter to do his/her very best work. I look forward to working with your son or daughter. If you ever have any questions, please call me at home, 669-0353, or at school 669-0801 ext. 105.

Thank you,

Scott Sprain

Scott Sprain
Faculty Adviser

I am aware that _____ will be involved in frequent field trips as a member of the newpaper staff. I therefore grant my permission for _____ to participate in these activities throughout the school year. I do expect some notification through my child of the nature of the travel and reserve the right to cancel any such trip after consultation with the faculty adviser.

_____ _____

Student Signature Parent Signature

Thompson Valley Voice -- 1981-82

Proposed Budget

Expenses		Revenues	
Printing -- McMillan		Activity Tickets	$ 600.00
printing	$2265.00	Display Ads	3400.00
halftones	300.00	Sponsors	800.00
Reporter-Herald	850.00	Senior Class	250.00
Typesetting	450.00	Subscriptions	315.00
Supplies	200.00		
Circulation	100.00	Total	$5365.00
Photography	800.00		
Organizations	100.00		
Contingency	300.00		
Total	$5365.00		

Data used to determine budget:

Publishing prices at McMillan (Triangle Review)

8 pages = $200.00 plus halftones ($25)
12 pages = $265.00 plus halftones ($35)
16 pages = $300.00 plus halftones ($50)

Production costs at the Reporter-Herald

$8 per page / 400 total pages

Total issues: 10 at 8 pages; 1 at 12 pages

Advertising rates: Basic rate $2.75 per column inch
Discount rate $2.50 per column inch in five issues
Full page $180.00; Half page $90; one third $60

Total display ad inches needed: 1375
(about 125 inches per issue, about 20% of each issue)

Sponsors: 8 in each issue

Subscriptions: basic needed: 60 at $5 each
goal: 63 sold

Additional income sources: institutional support--Kodak, Hach, Hewlett-Packard

Thompson Valley Voice

Advertising Contract

Student Newspaper -- Thompson Valley High School

Business_____ Advertiser_____

Address_____ Phone_____

TVHS Salesperson_____ TVHS Phone: 669-0801

We, _____, agree to purchase the following advertising space on the publication dates listed below. We agree to pay the total price listed below per issue. We also agree to follow Thompson Valley Voice advertising policies and procedures outlined on the attached pages.

_____ _____ _____

Signature of Advertiser Date TVHS Salesperson

Publication Dates for 1981-82	Ad Size	Cost per inch	Total Cost
Sept. 18 Back to School Homecoming Oct. 1			
Oct. 9			
Oct. 30 Halloween			
Nov. 20 Thanksgiving			
Dec. 17 Christmas			
Jan. 22			
Feb. 12 Valentine			
March 5			
April 2 Prom			
April 23 Prom (Prom is May 1)			
May 28 Graduation			
Totals			

Thompson Valley Voice

ADVERTISING POLICY AND PROCEDURES FOR THE THOMPSON VALLEY VOICE

Thompson Valley Voice
Student Newspaper
Thompson Valley High School

1. Advertising rates for 1981-82:

1 column inch	$ 2.75
1 column inch (5 issue discount)	$ 2.50
1 third page (25 column inches)	$ 60.00
1 half page (40 column inches)	$ 90.00
1 full page (80 column inches)	$ 180.00

2. All ad copy must be ready at least two weeks in advance.

3. All ad copy will be picked up by a student staff member.

4. Ad copy may be prepared entirely by the business or the student staff member or a combination of efforts.

5. If ad copy is not available two weeks before publication (two Fridays before) the business's most suitable advertisement will be run. If the due date cannot be met for a special reason, some businesses may be granted until the following Monday.

6. The size of contracted ads may be changed; however, the Voice must be notified at least four weeks in advance. New ads will be accepted when space is available if the Voice is notified at least four weeks in advance.

7. Advertisers are committed to pay for ads recorded on the contract.

8. Ad rate for advertisers who fail to sign an ad contract is $2.75 per column inch. Space is not guaranteed.

9. Statements and copy of the Voice will be delivered through the mail.

10. Businesses may make payment by giving the money to student staff members or by mailing it to Thompson Valley High School, care of the Voice. Please send all money in the form of a check or money order made out to Thompson Valley High School.

11. Businesses may request a special location for the ad. If the request cannot be followed, the business will be notified.

12. Proofs of the ads can be made available when notified before the deadline on special request. Ad copy must be ready on time for this service.

13. Student photographers can set up, take, and print photos for ads. The Voice will have to have three weeks notice to provide such a service.

14. All payments are to be made within one month to Thompson Valley High School, care of the Voice. If payments are not made, the staff members collecting ad copy will remind the businesses the following month. If payments continue unpaid, the Voice's Business Manager will call and review the payment policy. If any payment is over three months late, a penalty of $5.00 will be assessed, and the faculty adviser to the Voice will contact the businessman.

15. A one column by two inch ad is the smallest ad accepted.

16. The Voice reserves the right to refuse any business which seeks to advertise any product which is illegal or generally considered unhealthy or undesirable for the students at Thompson Valley High School.

17. Whenever a problem arises, please call TVHS and leave a message for the student staff member or the adviser, Scott Sprain. The call will be returned that day. Our phone number is 669-0801, ext. 105.

Format and Advertisement Sizes:

5 column format = 59 pica by 16 inches
1 column width = 11 pica or 1 3/4 inches
2 column width = 23 pica or 3 3/4 inches
3 column width = 35 pica or 5 3/4 inches
4 column width = 47 pica or 7 3/4 inches
5 column width = 59 pica or 9 3/4 inches

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Thompson Valley Voice -- Advertising Copy

Business_____

Issue Date_____

Size_____ Page_____

Name_____

Typesetting Instructions:

Print pica width, point sizes, lines, and type styles (Headline Code).

Write copy to be set in headline type. Write lines as they will appear in the ad. Indicate flush left, flush right, or centered on the right side. Attach the dummy of the ad with a staple with all instructions included.

EVALUATION :

Design:
Movement_____
Balance_____
Space_____
Illustrations_____

Copy:
Information_____
Type Styles_____
Sizing_____
Completeness_____

Comments:
_____
_____
_____
grade_____

Advertisement Discount Rate Chart

Basic rate: $2.50 per column inch (advertising in at least 5 issues)

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Sizes of Ads	Number of Issues										
	1	2	3	4	5	6	7	8	9	10	11
1 x 2	$ 5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00	55.00
1 x 3	$ 7.50	15.00	22.50	30.00	37.50	45.00	52.50	60.00	67.50	75.00	82.50
1 x 4	$10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	110.00
1 x 5	$12.50	25.00	37.50	50.00	62.50	75.00	87.50	100.00	112.50	125.00	137.50
2 x 2	$10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	110.00
2 x 3	$15.00	30.00	45.00	60.00	75.00	90.00	105.00	120.00	135.00	150.00	165.00
2 x 4	$20.00	40.00	60.00	80.00	100.00	120.00	140.00	160.00	180.00	200.00	220.00
2 x 5	$25.00	50.00	75.00	100.00	125.00	150.00	175.00	200.00	225.00	250.00	275.00
2 x 6	$30.00	60.00	90.00	120.00	150.00	180.00	210.00	240.00	270.00	300.00	330.00
3 x 4	$30.00	60.00	90.00	120.00	150.00	180.00	210.00	240.00	270.00	300.00	330.00
3 x 5	$37.50	75.00	112.50	150.00	187.50	225.00	262.50	300.00	337.50	375.00	417.50
1/3 page	$60.00	120.00	180.00	240.00	300.00	360.00	420.00				
1/2 page	$90.00	180.00	270.00	360.00	450.00	540.00					
1 page	$180.00	360.00									

Advertisement Rate Chart

Basic Rate: $2.75 per column inch

Sizes of Ads	Number of Issues			
	1	2	3	4
1 x 2	$ 5.50	11.00	16.50	22.00
1 x 3	$ 8.25	16.50	24.75	33.00
1 x 4	$ 11.00	22.00	33.00	44.00
1 x 5	$ 13.75	27.50	41.25	55.00
2 x 2	$ 11.00	22.00	33.00	44.00
2 x 3	$ 16.50	33.00	49.50	66.00
2 x 4	$ 22.00	44.00	66.00	88.00
2 x 5	$ 27.50	55.00	82.50	110.00
2 x 6	$ 33.00	66.00	99.00	132.00
3 x 4	$ 33.00	66.00	99.00	132.00
3 x 5	$ 41.25	82.50	123.75	165.00
1/3 page	$ 60.00	120.00	180.00	240.00
1/2 page	$ 90.00	180.00	270.00	360.00
1 page	$180.00	360.00		

Stylebook

Introduction:

Stylebooks are picky. Stylebooks deal with the mechanical questions that every writer must eventually answer: Is it December 3 or December third or Dec. 3rd? Is it TV or TVHS or Thompson Valley? Is it Coach Mayes or Tom Mayes or Mr. Mayes? Is it student council or Student Council? Like a baseball umpire, the stylebook makes the final decision so that players do not spend hours arguing about the answers. Like a secretary who helps the busy executive, the stylebook helps with the picky work of spelling words correctly and punctuating properly. Many alternative expressions are possible and acceptable in the English language, so the stylebook makes a somewhat arbitrary but final decision, usually based on conciseness and clarity of expression. Reporters should simply look it up in the stylebook instead of trying to memorize all the conventions of journalistic writing.

Consistency is the goal of all stylebooks. When followed by all reporters and editors, a newspaper will have a uniform way to use names, titles, dates, abbreviations, numbers, symbols, and punctuation. This consistency eliminates the stumbling blocks and distracting static in written communication and puts the emphasis on the content of articles. It reflects careful concern and discipline for every word in a newpaper. Stylebooks establish a clean, clear, concise, and effective writing style that makes a newspaper easy to read. Stylebooks are picky because journalists must be picky.

Learn thy stylebook. Read through every instruction carefully. The Thompson Valley Voice will make every effort to follow the guidelines in the stylebook below. Reporters, editors, typists, and photographers will learn the stylebook conventions. Do not attempt to memorize all the guidelines because writers can always refer to the stylebook; however, writers must be aware of which situations are governed by stylebook guidelines. Make sure your stylebook is handy as you write. Through frequent writing, the guidelines will become a natural part of your journalistic writing. So, study thy stylebook.

The stylebook below does not have an answer for every problem or option facing writers. These questions should be answered by talking to the adviser and referring to The Associated Press Stylebook which can be found in the newsroom with other reference books by the typewriters. When a new stylebook guideline is needed to keep the staff's writing consistent, the entire staff should write the new guideline in the usage section (the last section). Thus, the stylebook is always growing. Two other reference books will also be used. For grammatical problems, refer to Harbrace College Handbook. For spelling questions, especially hyphenation of certain words, refer to The Word Book. These are also available by the typewriters in the newsroom.

The stylebook that follows governs the writing in all articles and cutlines. Headlines and advertisements do not follow the guidelines below. For headlines, refer to the headline schedule and

stylesheet. Advertisements are not limited by any guidelines except creativity and effectiveness.

Writers will be assessed a penalty for violating stylebook guidelines. Penalties will begin with the second issue of each school year. Each violation will cost $.05. Misspelled words cost $.05. Misspelled names will cost $.25. Writers who make similar stylebook errors, issue after issue, will write out sections of the stylebook to reinforce their knowledge of the stylebook.

The first section of the stylebook is a list of instructions to standardize how articles are to be submitted. These instructions are vital and must be followed. The instructions make the job of editing and typing much easier and help to guarantee quality by eliminating sloppy work. These instructions are to be followed for all articles in the Thompson Valley Voice, and articles not submitted in this form will be returned to the writer for rewriting.

Instructions for Presenting Original Copy

1. Type copy if possible. Otherwise, write or print neatly with blue or black ink.

2. Use a full 8½"x11" sheet of paper. Write or type on one side only.

3. In the upper left hand corner (or on the top line of ruled paper--flush left), write the name of the story. This is called the "slug line."

4. On the next line (or a single space below), write your name as you want it to appear on the byline.

5. On the next line, write the length of the article in words--a fairly accurate word count. If the article is significantly short or long, please indicate it there.

6. On the next line, write the width of the columns in picas that the article is to be set in. (This information should be on the assignment sheet. If not, it will be on the dummy design pages.)

   Example of this upper left hand corner information:

New football coach	(Slugline)
Mike Felton	(Name)
385 words	(Length)
11 pica	(Column width)

7. Skip two lines. Write your own byline flush left. Underline it so it will be set in bold face. Write in all caps. (Articles appearing on the editorial page do not have bylines).
   Example: By MIKE FELTON

8. Begin double spacing for the rest of the article. (Write on every other line.)

9. Indent at least one inch when beginning a new paragraph.

10. Leave margins of one inch on all sides of your writing. In the margin on the left side, write the number of words in each paragraph.

11. At the bottom of every page except the last page, write: "-MORE-"

12. On the top right hand corner of every page except the first page, write your name and the page number.

13. At the end of the article write: "-END-"

14. Before handing it in, proofread carefully. Make all necessary corrections. If typing, you may make corrections in ink.

15. Staple the reporter assignment sheet to the story. If assignment sheet is not turned in, the article will not receive credit.

16. Staple all pages together.

17. Place in the "original copy" basket in the newspaper production room.

Stylebook

1. Names and Titles

A. Use Mr., Mrs., Miss, or Ms. or their proper title with the name of teachers, administrators, and other adults. Check with unmarried females to see if they prefer Miss or Ms. If unsure, use Ms.

B. The first time an adult's name appears in an article, write it out as they would sign their name with the proper title. Never use an initial unless that person only uses an initial. Be sure all names are spelled correctly. Consult the faculty directory or student directory. Mark if unsure of spelling.

DO:	DO NOT:
Mr. Jack Brown	Mr. Brown
Mrs. Joyce Thompson	Ms. Cuney
Ms. Mary Anne Martell	Herm Smith
Rev. John Gunderson	Coach Hewson
Coach Bill Link	
Principal Don Constantz	

C. The second time (and from then on) that the person's name appears in the article, use the title and the last name. Never use just the first or last name. If confusion could result, use the full name. The full name can be used for emphasis, if needed.

DO:	DO NOT:
Mr. Brown	Brown
Mr. Scaggs	Jack
Ms. Painter	Smith
Mr. Jack Brown	

D. The first time a student's name appears, use the student's full name without a formal title.

DO:	DO NOT:
Lorraine Sinclair	Sinclair
Lisa Lytton	Lisa
Mike Hemberger	Mike

E. The next time the name appears, use only the student's first name if it does not create confusion with two people in the article with the same name. One exception: in sports writing, use the last name only. Continue this throughout the article. The full name can be used for emphasis or variety, particularly at the end of the article.

DO:	DO NOT:
Lorraine	Sinclair

Lisa	Lytton
Hewson (Sports)	Bob (Sports)

F. Use acronyms for schools and organizations that are known by their acronyms. (An acronym is a word formed from the first initial of words in the name of something. The periods are omitted: Thompson Valley High School -- TVHS.)

DO:	DO NOT:
TVHS	T.V.H.S
LHS	United Nations
UN	CHS (What school is that?)
CSU	

G. When an acronym may cause confusion or the full title is too long to write out frequently, introduce the acronym this way. Write out the entire name the first time it appears in the article and place the acronym in parenthesis behind the title. Then, use the acronym for the rest of the article.

DO:	DO NOT:
Columbine High School (CHS)	CHS
Poudre High School (PHS)	Poudre High School (throughout entire article)
Colorado High School Activities Association (CHSAA)	CHSAA (as the first reference)

H. When giving a person's job, positions, or title, place the label after the person's name in a appositive. If it is a one word label, it can be written before the name.

DO:

Mr. Don Morgenstern, chairman of the science department
Mr. Doug Card, volleyball coach
Coach Card
Mr. Joe Scaggs, assistant principal
Mr. Ron Denning, physical education instructor
Ronald Reagan,President of the United States

DO NOT:

Volleyball Coach Doug Card
Science department chairman, Don Morgenstern

2. Capitalization

A. Capitalize all proper nouns.

DO:	DO NOT:
Loveland, Co.	Girls' Basketball
Christmas	Quarterback

B. Capitalize all titles that are written before their name.

DO:	DO NOT:
Coach Mayes	coach Denning
Principal Constantz	principal Constantz
Mr. Smith, principal at TVHS	Mr. Smith, Principal at TVHS

C. Capitalize the first letter and main words in titles of books, periodicals, speeches, songs, plays, and poems. Capitalize prepositions longer than four words.

DO:	DO NOT:
A Tale of Two Cities	A tale of two Cities
A Christmas Carol	A Christmas carol
"The Odd Couple" (TV show)	"the Odd Couple"
"Rudolph, the Red-Nosed Reindeer"	"Rudolph, The Red-Nosed Reindeer"

D. Capitalize holidays and special school events.

DO:	DO NOT:
Thanksgiving	thanksgiving
Prom	Spring vacation
Homecoming	homecoming

E. Capitalize sections of the nation, but not directions.

DO:	DO NOT:
the West	West
Western Slope	Southwest

F. Capitalize proper names of nationalities and all languages and races.

DO:	DO NOT:
Negro	negro
American Indian	Black/White
American	american
French	english

G. Capitalize college degrees when abbreviated.

DO:	DO NOT:
B.A.	BA.
Ph.D.	Doctor's of Philosophy
master's of arts	

H. Capitalize full names of schools, clubs, organizations, streets, and companies.

DO:	DO NOT:
Fort Collins High School	High School
Foreign Language Club	spanish club
Eagle Drive	taft

Hewlett-Packard	kodak
Student Council	

I. Capitalize names of academic classes when referring to the whole class as an unit; however, do not capitalize the name of the class when referring to individuals without the word of "class."

DO:	DO NOT:
Sophomore Class	Sophomores
Nancy Anderson, senior	Senior Nancy Anderson

J. Capitalize names of specific course titles but not academic disciplines.

DO:	DO NOT:
Physics class	Physics
Sociology class	Home Economics
American Literature	American literature
World History	weight training

K. Capitalize names of all athletic nicknames and mascots.

DO:	DO NOT:
Eagles	eagles
Redskin runner	Lambkin Quarterback
Cougar wrestler	the mustangs

L. Capitalize all traditionally capitalized words.

3. Do not Capitalize

A. Do not capitalize school subjects as academic disciplines.

DO:	DO NOT:
history	History
algebra	Woodshop
Algebra I	

B. Do not capitalize titles used without names.

DO:	DO NOT:
The principal was fair.	The Principal was fair.

C. Do not capitalize directions.

DO:	DO NOT:
south parking lot	the North parking lot.

D. Do not capitalize abbreviations of time.

DO:	DO NOT:
a.m.	A.M.
p.m.	PM.
noon	Noon

E. Do not capitalize seasons.

DO:	DO NOT:
spring	Spring
fall season	Winter season

F. Do not capitalize academic departments, except with language departments which are always capitalized.

DO:	DO NOT:
home economics department	Science department
English department	french department

G. Do not capitalize names of classes and college degrees spelled out.

DO:	DO NOT:
tenth grade	Juniors
seniors	Sixth graders
bachelor of arts	Master of Arts

4. Abbreviations

A. Use acronyms, not abbreviations, for well-known organizations. If confusion is possible, write out the first time used in the article and place the acronym in parentheses behind it. Acronyms may be written out for emphasis.

DO:	DO NOT:
TVHS	T.V.H.S.
YMCA	Colorado State University
CSU	WU (for Wyoming University)
University of Northern Colorado (UNC)	

B. Abbreviate titles before names.

DO:	DO NOT:
Rev. Peters	Reverend Shaw
Lt. Thompson	Doctor Stansberry
Mr. Charm	

C. Abbreviate the names of all states following the name of a city. Use zip code abbreviations (two letters) except where confusion may result.

DO:	DO NOT:
Denver, Co.	Colo.
San Jose, Ca.	San Jose, California

D. Abbreviate the names of months when followed by a date. Otherwise, spell them out completely. Short spellings of certain months should always be spelled out -- March, April, May, June, July.

DO:	DO NOT:
Sept. 14, 1979	September 14, 1979
spring vacation is in March	Lovelanders love Feb.
Valentine's Day is in February	
July 29, 1980	

E. Abbreviate college degrees.

DO:	DO NOT:
B.A.	bachelor of arts
Ph.D.	Master's of Science

F. Abbreviate names of streets in addresses. Spell out entire name when mentioned without an address.

DO:	DO NOT:
1300 N. Lincoln Ave.	1200 South Cleveland Avenue
Fourteenth Street Southwest	1st St. S.W.

G. Do not abbreviate days of the week.

H. Do not abbreviate positions,departments, or holidays.

DO:	DO NOT:
secretary	Pres.
administrator	Treas.
history department	science dept.
Christmas	Xmas

5. Numbers and Symbols

A. Use numerals only (1,2,3...) in these situations: dates, scores, addresses, ages, time, and money.

DO:
Dec. 25, 1979
TVHS 21, LHS 7
1669 Eagle Dr.
16 years old
7:30 p.m.
$5

B. Spell out all numbers up to and including nine (exceptions above). Use numerals including 10 and above.

DO:	DO NOT:
five students	3 teachers
21 parents	ten parents

C. Do not begin a sentence with a numeral. Spell it out. Use hyphens when spelling out numbers for correct spelling.

DO:	DO NOT:
Twenty-five students participated.	25 students participated.

D. Spell out ordinal numbers.

DO:	DO NOT:
third in line	3rd in line

E. Do not use "d," "st," "rd," or "th" in writing dates. Write dates as follows:

DO:	DO NOT:
Oct. 5, 1979	October 5th, 1979 5th Oct., 1979 Fifth of Oct.

F. When working with money less than a dollar, use the word "cents."

DO:	DO NOT:
10 cents	$.10 10¢

G. When referring to time, use the numeral and time of day, not the word "o'clock." Use abbreviations: a.m., p.m.

DO:	DO NOT:
7:50 a.m.	2:40 o'clock
3:00 p.m.	3 o'clock

H. Use the dollar sign for sums one dollar and above. On even dollars, drop the cents numbers.

DO:	DO NOT:
$2.50	2.50 dollars
$3	$3.00

I. Never use the percent sign (%). Spell out percent.

DO:	DO NOT:
11 percent	100%

J. Spell out all fractions. Use hyphens.

DO:	DO NOT:
one-third	1/2

K. Do not use the symbols "lbs." for pounds or apostrophes or quotation marks for inches and feet.

DO:	DO NOT:
120 pound wrestler	120 lb. wrestler
6 foot, 7 inch basketball center	6',7" center

6. Punctuation

Punctuation rules for journalists are the same as for any writer. Use conventional punctuation at all times. What follows is a brief review of punctuation rules. Consult an English handbook or the adviser for further explanations.

Comma , , ,

Commas are like yield signs. They separate words, phrases, and clauses within sentences. Commas should not be placed in writing where we pause in speech. Follow these instructions:

A. Use commas to separate a series. The comma before the "and" and the final item is optional.

DO:

The committee includes Sandy, Sharon, and Sherry. OR
The committee includes Sandy, Sharon and Sherry.

B. Use a comma in a compound sentence.

DO:

The day was warm, but the evening was cool.

DO NOT:

The weather was cold but it didn't freeze spectators.

C. Use a comma to separate introductory clauses from the independent clause.

DO:

When journalists write, they frequently consult a stylebook.

D. Use a comma to separate an appositive or parenthetical information from the rest of the sentence.

DO:

Coach Hewson, chairman of the physical education department, runs the swimming pool.

E. Use a comma, not a colon, to set off a quotation.

DO:

Mr. Constantz said, "Our curriculum gives all students something worth studying."

Semicolon ; ; ;

Semicolons are like flashing yellow lights. Semicolons are used between parallel, complete sentences and in a series where commas would be confusing. In journalism, they are used sparingly.

F. Use semicolons between two, short, parallel sentences.

DO:

The football team won; the entire student body won.

G. Use semicolons to replace confusing commas in a series.

DO:

The student body elected these officers: Tom Benson, president; Dave Cook, secretary; Denise Teare, treasurer.

H. Use a semicolon with a conjuctive adverb -- always between two complete sentences.

DO:

Mr. Smith's position was firm; however, he still listened to their views.

DO NOT:

Mr. Smith will listen; however firm his views.

Colon

Colons are like point-of-interest signs. They signal important ideas in writing and lists.

I. Colons point to main ideas, to conclusions. Use colons mainly in editorial and critical review writing.

DO:

Students must decide: to encourage rowdiness at games or to discourage such behavior.

J. Colons introduce lists. Do not use them with parts of the verb "to be" e.g. "are," "is," and "were," or with the word " include."

DO:

These players made all-conference: Dan Brewer, Dan Watts, and Mark Leighton.

DO NOT:

The all-conference players are: Dan Brewer, Dan Watts, and Mark Leighton.

Hyphen - - -

A hyphen is like a merge sign. The single horizontal line connects two words or a prefix to the root of the word. The joined words are then understood as one word. In writing or typing, there should not be a space between the letters and the hyphen. Do not confuse hypens and dashes which are described below. The rules governing the use of hyphens are easy to understand but applied inconsistently, especially with compound or hyphenated words. Refer to the AP Stylebook for handling individual cases.

K. Use a hyphen to join two or more words serving as a single adjective before a noun. The two words need to be used together to convey an exact meaning.

DO:

the chocolate-covered peanuts
It was a well-known song. The song is well known.
It was a run-of-the-mill editorial.

DO NOT:

The song is well-known. (no noun following)
a slightly-funny routine (do not use with adverbs ending in "ly")

L. Use a hyphen with compound numbers from twenty-one to ninety-nine and with fractions.

DO:

thirty-one students in class
Two-thirds of the class voted for class dues.

M. Use a hyphen with such prefixes as self-, all-, great-, ex-, (meaning former); with a prefix and a proper noun; with a prefix on a word that might cause confusion; and with the suffix -elect.

DO:

self-made
all-purpose
over-exposed
ex-judge
pro-American
He re-covered the leaky roof (He recovered from the heart attack.)
President-elect

Dash -- -- --

N. Dashes are like directional lines on the highway. And they are like powerful commas. They are used to give added emphasis. Use sparingly in journalism--mostly in editorials or serious essays. In writing, a "dash" is two hyphens side by side: --.

Parentheses ( )

L. Parentheses are like weak commas. They surround phrases or clauses inside sentences. Because they should surround extra information, they are seldom used in journalism. Never surround a whole sentence.

Quotation Marks " "

O. Always uses double quotation marks except when using a single quotation mark to mark a quotation in a direct quotation.

P. Whenever using quotation marks, always place commas and periods inside the quotation marks.

DO:

Horace Greeley said, "Go west, young man."

Q. Semicolons and colons always go outside the quotation marks.

R. Use quotation marks to set off titles of works that are published in longer collections. Put quotation marks around one act plays, speeches, poems, short stories, articles in magazines, TV shows, TV show episodes. Titles of longer works should be underlined. See Italics below.

Italics -- Underlining -- Bold Face

For the Voice, anything underlined in typed copy will be in bold face type which replaces italic type in most publications.

S. Underline all titles of complete works including newspaper, books, plays, magazines, music albums, works of art, and ships. (Television shows should be placed in quotation marks.)

T. Underline all words from other languages than English.

U. Do not underline words for emphasis.

Apostrophe '

The apostrophe is used to mark letters omitted in spelling and to show possession. Follow standard rules governing the apostrophe for plural and singular possessives. One special use: for all sports--boys' gymnastics or girls' swimming--use the plural possessive form: s'.

7. Usage

This section gives guidelines for using certain words. It will continually grow as decisions are made concerning words frequently used in the Voice. Other additions to the stylebook will also be added here.

A. Do not use "you" in articles. It is usually an ambiguous reference to the reader. An exception can be made in humorous writing.

B. "Alot" is spelled as two words "a lot." The words many or much or some are more effective words.

C. Avoid contractions. Spell out words completely. When quoting use contractions.

D. Avoid the word "etc." If the etcs. are important,then list them. If not, etc. is meaningless to the journalist.

E.

F.

Headline Style

1. Use News Gothic Condensed Bold (NGCB) for all news, feature, and sports pages.

Students depend on part-time health care

2. Use News Gothic Condensed Light Face (NGC light face) for the editorial page.

Nurses are indispensable

3. All standing heads will be set in one type style, using the same style as in the nameplate.

4. Use 24,30, or 36 point headlines for most articles.

5. Use 48 point or 60 point for banner heads.

6. Use down style: capitalize the first letter of the head and all proper nouns, nothing else.

DO:

School day to last 15 more minutes
Students plan conference with Ft. Collins schools

DO NOT:

Smith Plans to Lengthen School Day

7. Avoid setting heads in all caps,except for special reasons.

8. Set all heads flush. Heads over articles with boxes should be centered. For unit counts for headlines in a box, make the maximum count three units less than the chart requires.

9. Unit counts for all headlines should be within four units of the maximum unit count and never more than the maximum unit count.

10. All headlines should be written on the headline sheet and given to the design editor.

11. Use a variety of crosslines and decks on each page.

12. Subheads (heads within the body of the article) will not be set in headline type. Use body copy. Center and underline (boldface) the subhead in the text of your article. Use a verb if possible. All articles longer than 10 column inches should have a subhead.

13. Set blow-up quotes in 18 or 24 point NGC light face. Use single quotation marks.

14. Set kickers (secondary heads above the main head) in NGC light face. Kickers should be no longer than one-third of the main head and set in at least one-half of the point size of the main head. Kickers 24 point and larger look the best. Kickers are underlined on the paste-up page, not when ordering type. Kickers do not have to be complete thoughts, nor do they have to have a verb. Kickers can be one word.

15. All headlines should have a verb.

DO:

Eagles capture Conference title

DO NOT:

Sport news

16. The verb "is" or "to be" can be understood and not included, especially when using a colon.

DO:

Eagles victorious over Indians

DO NOT:

Eagles are victorious over Indians

17. Use an active verb, not a passive verb.

DO:

Lightning strikes TVHS

DO NOT:

TVHS struck by lightning

18. Write positive, not negative, headlines.

DO:

Voters defeat sales tax proposal

DO NOT:

Voters do not pass sales tax proposal

19. Write in the present tense, not past.

DO:

Eagles beat LHS

DO NOT:

Eagles defeated LHS

20. Use the infinitive form to talk about future events.

DO:

Eagles to play Indians tomorrow

21. Use colorful, catchy words to attract attention.

22. Use specific, accurate words to describe the article.

23. Use numerals: 1,2,12,200,etc.

24. Avoid abbreviations unless absolutely necessary to fit space.

25. Use standard acronyms like YMCA or TVHS.

26. Avoid using TVHS too often.

27 Use a semi-colon as a period between two thoughts in one headline. Periods are not needed at the end of headlines.

DO:

Eagles stomp Indians;
Merritt scores 3 touchdowns

28. Use a comma instead of "and."

29. Avoid using articles: an, a, the.

30. Avoid beginning headlines with numbers or verbs.

31. Use single quotation marks to mark dialog and titles.

DO:

'Oklahoma' fills auditorium

32. Deck headlines (headlines with several lines reading as one unit) should be set flush left and both lines should be within four units. The first word of the second or third line should not be capitalized unless it is a proper noun.

33. In deck headlines, each line should be a complete unit that makes sense. Do not split grammatical units on two lines. For example, do not separate a preposition or infinitive from its' object.

DO NOT:

Student Council promises to
play music during lunch

34. Do not hyphenate words from one line to the next line.

35. Headlines should reflect the lead and the article, not present a new idea.

Headline Schedule: News Gothtic Condensed Bold

14 pt. Students will judge the free 'Voice'. Students will judge the free 'Voice'. Students will judg

18 pt. Students will judge the free 'Voice'. Students will judge the free 'Voice

24 pt. Students will judge the free 'Voice'. Students will jud

30 pt. Students will judge the free 'Voice'. Studer

36 pt. Students will judge the free 'Voice'.

48 pt. Students will judge the fre

60 pt. Students will judge th

Point size of type	Pica column widths. Units listed in the boxes.										
	10	11	13	14	19	21	23	29	33	35	59
14 pt.	23	25½	30½	32½	45	49	53½	69	78	82½	138½
18 pt.	18	19½	23½	25	35½	38½	42	53	61	64	107½
24 pt.	13	14½	17	18	25½	28½	31½	39½	46	48	81
30 pt.	11	12	14	15	20½	23	25	32	36½	38½	64½
36 pt.	9	10	11½	13	17	19	20½	26½	30	32	53½
48 pt.	6	7	8½	9½	13½	14½	16	19½	22½	24	41
60 pt.	5	5½	6	7½	10½	11½	13	15½	18	19	32½

Unit Counts

One-half Unit	One Unit	One-and-one-half Unit	Two Units
j i l t f	spaces	all capital letters-- except J I M W	M W
. , ; : ( )	all lower case letter-- except j i l t f m w	? --	
	capitals: J I	small letters: m w	
	numbers		

Ordering Headlines:

_____ --	_____ --	_____ --	_____ --	NGCB _____
units	pica width	point size	lines	type style

Body Copy Word Counts

The numbers below are an estimate of the words per column inch for varying column widths. The approximate word counts for your own writing will vary. As you write throughout the year, see if you are consistently long or short and adjust the length of your writing accordingly. The numbers below will be used to determine the length of your articles as assigned on the writing assignment sheets.

Pica widths of columns

Number of Column Inches	10	11	13	14	19	23	Number of lines Per Column Inch
1	30	35	42	45	60	75	7
2	60	70	84	90	120	150	15
3	90	105	126	135	180	225	22
4	120	140	168	180	240	300	30
5	150	175	210	225	300	375	37
6	180	210	252	270	360	450	45
7	210	245	294	315	420	525	52
8	240	280	336	360	480	600	60
9	270	315	378	405	540	675	67
10	300	350	420	450	600	750	75
11	330	385	426	495	660	825	82
12	360	420	504	540	720	900	90
13	390	455	540	585	780	975	97
14	420	290	588	630	840	1050	105
15	450	525	630	675	900	1125	112

Additional References

Every member needs additional references that I did not reproduce here because they would make sense only to students at TVHS. Most of these reference lists are produced by your school office and simply need to be reproduced for every staff member. These lists will save time and make each staff member more independent. Add:

a class schedule--teachers and classes and rooms for each period
a study hall list--students in what study halls
a staff roster--the names, staff positions,addresses, phone numbers of the entire staff
a faculty roster--for correct spelling of all names and office numbers if needed
a school calendar
a list of important phone numbers, especially for school district officials
a student body roster if available

Then some special reference pages need to be given to the advertisers:

a headline schedule for every headline style available from the printer. We have 13 additional styles.
a page with a sample of all border tapes available to the advertisers

Rights and Responsibilities of the High School Press

What ideas can high school students write in a school newspaper? How can those ideas be expressed? Answers to these questions are difficult. The answers vary, depending on who does the answering--students, newspaper advisers, administrators, parents, school board members, or the courts.

Students, journalists, and people who believe strongly in the First Amendment right of free speech answer the questions by saying that high school newspapers are free to express any opinion, on any topic, in almost any manner. Any attempt at intimidation, review before publication, censorship, or removal of advisers or editors is unconstitutional because it denies free speech. These people believe a school newspaper is like any other newspaper.

Many administrators, school board members, and parents answer the questions by saying students have freedom, but they should not be allowed to abuse that freedom. Students should not be given a license to write everything they want because they are growing, inexperienced, often immature people who should be told "no" at times. Because they provide funds for the newspaper, because the newspaper is part of the school's curriculum, and because they can be sued for things printed in the school newspaper, administrators want some control, usually through the adviser. In Loveland, they will object to obscene language, articles on sex and drugs, and what they feel is unfair reporting or editorializing. Charges like sensationalism or yellow journalism will be made quickly. These people want school newspapers to communicate what they believe to be a positive, moral message to the community.

Past conflicts between student journalists and administrators have been "solved" in the courts. Unfortunately, the Supreme Court has not ruled specifically on high school journalism but rulings on other school issues and lower court rulings have given some legal answers to the rights of the student press. Courts have said that student newspapers have all the rights to free speech given to any other newspaper. They have ruled that once the school district creates an open forum for free expression of ideas, the school district can not control what is said in that forum. However, four types of speech can not be protected and can be stopped: 1. Libelous, defaming material; 2. "obscene material," as defined by the Supreme Court; 3. speech inciting lawless behavior; 4. speech urging the "substantial disruption" of school activities.

Staff members on the Voice should demand their right to free speech. American democracy is dependent on the right to know about all the issues and publicly discuss all the issues. That right does not begin when you graduate from high school. However, because our society is composed of many people who passionately hold many conflicting values, anything printed in a newspaper may be objectionable to someone. While most will agree to the abstract concept of free speech, most will

disagree about how to apply it to specific examples. What to print and how to express it is always a decision that must be made carefully, example by example. Each staff must make those decisions as wisely as possible. Every year the staff will decide an editorial policy and set of guidelines to be published in the first issue. Whatever that policy, it should be followed carefully throughout the year.

To help the Voice staff make those decisions and understand the nature of the free press in high school, the two articles which follow should be read. "The Model Guidelines and Constitutional Standards for Student Publications" is reprinted with permission from The Student Press Law Center Report in Winter 1978-79. This article summarizes the positions and court cases which defend a free student press. Next "A Newspaperman's Credo" by Max Lerner is reprinted by permission of the Editor and Publisher. It summarizes the ethics and responsibilities of the journalist. Read those articles before reading below.

The following are some suggestions for developing an editorial policy and to handle free press conflicts:

1. The press has power. The right to communicate in public to a mass audience is a tremendous power. Some adults do not think students should have that much power.

2. If that power is to be used wisely and if that power is to be effective, certain responsibilities must shape the use of press rights.

3. Beyond the "rights" of free speech, there are "responsibilities" of quality journalism: be accurate in all reporting; separate reports from opinion; when possible, explain two or more sides of an issue; serve the community by maintaining an open forum open to all; do not offend people for the sake of offending; do not run articles simply because people will read them; balance news reports, opinions, and entertainment; cover all parts of the community; base coverage on solid news values; and ultimately make the newspaper a window through which the readers can see and understand all parts of the community in thought and in action.

4. The question should not be what can you write or what is legal, but the question should be : What should you write? What really needs to be communicated? Who will be helped or served if it is written?

5. If these responsibilities are met, few conflicts will develop.

6. But some conflicts will develop. All controversial issues should be well discussed before being printed so that the staff's position will be easier to defend. If the staff has made a mistake, admit it publicly and continue. But do not give in easily if you feel you have done your job as journalists as best as you can.

7. Save controversy for serious issues which you can defend.

8. Be careful with satire and cartoons and humor. Many readers do not read well or think clearly. Part of the job of a journalist is to educate the public on how to read a newspaper and think rationally.

9. School administrators have every right to establish how journalism is taught and to expect that quality journalism is produced. However, they can not force you to write what they want in the Voice. The final power is yours.

10. The adviser to the Voice will stop libelous, "obscene," lawless, and disruptive material according to the law established by courts. This will be done to prevent lawsuits.

11. The adviser to the Voice will censor nothing else. The adviser will give advice when asked. The adviser will ask questions of staff members to stimulate a good decision making process. Otherwise, the Voice will be a student newspaper, created by student decisions. The adviser will fight for free speech.

MODEL GUIDELINES

Constitutional Standards for Student Publication Guidelines

L-4

by Michael D. Simpson

Responding to student demands for press freedom, many school administrators are attempting to define the rights and responsibilities of student journalists through student publication guidelines. So far, no court has actually approved a specific set of student publication guidelines. In fact, the courts have struck down as overbroad, vague, or too restrictive virtually every set of student guidelines submitted to them. However, in striking down the challenged regulations, the courts have explained what types of guidelines would pass constitutional muster.

The first section of this article collects the "suggestions" of judges from the leading student press cases. Taken together, these suggestions form almost a "do and don't" list that may aid school authorities when drafting rules governing student expression. Each statement of law is followed by the first name of the case(s) which announced that particular proposition. The full legal citation for each case can be found in the appendix at the end of the section.

One should note that since many of the cases cited were decided by lower courts, the principles announced are not legally binding on the courts of other jurisdictions. However, these principles should be persuasive for purposes of legal argument or debate. United States Supreme Court decisions are, of course, binding everywhere in the country.

Also, while most of the principles cited are taken from cases involving college and high school students, there is no reason why these principles should not also apply to 7th, 8th, and 9th grade students. At least two courts have already extended First Amendment rights to junior high school students. *Riseman, Cintron.*

The second section of this article presents a set of guidelines formulated by the Student Press Law Center (SPLC) based on the legal principles listed in the first section.

I. *Tinker v. Des Moines*

The basic principle which underlies all student press cases was first announced in the landmark Supreme Court decision of *Tinker v. Des Moines:* public school students have the constitutional right of free expression unless such expression causes a "substantial disruption of or material interference with school activities," or invades the rights of others. As indicated below, this constitutional standard has been refined and clarified by the lower federal courts during the past decade. (See legal analysis in this issue for a detailed discussion of disruption.)

One fundamental proposition must be established at the outset. The fact that a student newspaper is totally funded by the school, is printed with school facilities, and is written during school hours under the supervision of an adviser, does not mean that the school (or principal) is the "publisher" of the paper with the attendant power of editorial control. *Gambino, Bazaar, Antonelli, Dickey, Joyner, Schiff, Trujillo, ACLU.* Indeed, as one court has succinctly put it, "The state is not necessarily the unrestrained master of what it creates and fosters." *Antonelli.*

Even though the school board may fund a student publication, the courts have said that, within certain limits, the students have the final word as to what material is published. Ideally, student publication guidelines should clearly and specifically define what those limits are.

II. Unprotected Speech

Speech may be divided into two broad categories—that which is protected by the First Amendment and that which is not. Student publication guidelines may lawfully prohibit only the publication or distribution of literature which qualifies as "unprotected speech."

1. School officials may lawfully suppress "obscene" literature. *Shanley, Jacobs.* However, one should note that "obscenity" refers to the Supreme Court's definition, not just to literature that might be "offensive" or in "poor taste." *Papish, Bazaar, Sullivan, Jacobs.* The Supreme Court's definition of obscenity appears in the SPLC model publication guidelines in the next section.

2. School officials may lawfully suppress libel. *Shanley, Fujishima.* That a school system may be potentially liable for defamatory statements appearing in the official student newspaper offers a possible justification for censoring libel. This issue has not been decided by the courts. However, this reasoning would not apply to school officials who seek to ban an underground newspaper as no court has found a school system responsible for the content of an underground newspaper. (For a legal definition of libel, see the model publication guidelines.)

3. School officials may lawfully ban speech which is "directed to inciting or producing imminent lawless action and is likely to incite or produce such action." *Brandenburg.*

4. Because of the special circumstances in a school, the Supreme Court has carved out a fourth exception unique to student expression. The court has said that school officials may lawfully ban speech which causes a "substantial disruption of or material interference with school activities" or "invades the rights of others." *Tinker, Trachtman.*

If school officials do act to suppress student expression on the ground that it is "unprotected speech," they, and not the students have the burden of justifying that suppression. ***Tinker, Eisner, Scoville, Shanley.***

III. Protected Speech

Student publication guidelines cannot provide for the censorship of speech "protected" by the First Amendment. Those allowing such censorship are unconstitutional. However, the court has said that school officials can regulate the time, place, and manner of distribution. *Fujishima.*

Listed below are some of the leading student press cases in which the courts have upheld the right of students to publish or distribute material which school officials sought to suppress.

1. School officials cannot censor criticism or punish those

critical of school officials, the government or state legislatures. *Baughman, Dickey*. Officials may not "under the guise of vague labels choke off criticism either of themselves, or of school policies, which they find disrespectful, tasteless, or offensive." *Baughman*.

2. "The mere dissemination of ideas—no matter how offensive to good taste—may not be shut off in the name alone of 'conventions of decency'." *Papish*.

3. School officials cannot prohibit the dissemination of birth control information (even in the official student newspaper). *Gambino, Bayer, Shanley*.

4. School officials cannot cut off funds to the official student newspaper because it editorializes in favor of segregation. *Joyner*.

5. School officials cannot remove an editor because the student newspaper has such poor grammar, poor spelling and poor use of language that it could "embarrass and bring disrepute on the school." *Schiff*.

6. School officials cannot prohibit the distribution of a "racist" newspaper. *Leibner, Joyner*.

7. School officials cannot ban language which merely advocates illegal conduct without showing that such advocacy incites imminent lawless action. *Brandenburg, Baughman, Brooks, Joyner, Quarterman*. In *Quarterman* it was held that a student could not be disciplined for distributing a paper which contained the following language: IF WE HAVE TO—WE'LL BURN THE BUILDINGS OF OUR SCHOOLS DOWN TO SHOW THESE PIGS THAT WE WANT AN EDUCATION THAT WON'T BRAINWASH US INTO BEING RACIST.

8. School officials cannot ban a student publication which urges disobedience of school rules without proving that the publication will cause a substantial and material disruption of school activities. *Scoville*.

9. School officials cannot prohibit the use of vulgar or profane words. *Bazaar, Sullivan, Fujishima, Jacobs, Koppell, Papish, Thonen*.

10. School officials cannot ban literature because it advocates the reform of marijuana laws or advertises the services of the National Organization for the Reform of Marijuana Laws (NORML). *Shanley*.

11. School officials cannot ban literature because it was written by a nonstudent or a nonschool employee. *Jacobs, Antonelli*.

12. School officials cannot ban literature because it is not school-sponsored written material, e.g. underground newspapers. *Vail*.

13. School officials cannot prohibit the school paper from accepting "editorial" advertising—ads which advocate a particular point of view on an issue of public concern. *Lee, Zucker*.

14. School officials cannot ban the distribution of literature because it contains advertising or because contributions are solicited in connection with the distribution. Neither may school officials impose an outright ban on the sale of literature. *Jacobs, Peterson, Pliscou*.

15. School officials cannot ban the distribution of anonymous literature; they cannot require that literature bear the name of the sponsoring organization or author. *Talley, Jacobs*.

16. Although school officials may prohibit speech which causes a substantial and material disruption of school activities, it is insufficient to show merely that "a few students made hostile remarks." *Tinker*. "[T]hose students who would reasonably exercise their freedom of expression should not be restrained or punishable at the threshold of their attempts at expression merely because a small, perhaps vocal or violent, group of students with differing views might or does create a disturbance." *Shanley*.

IV. Minimum Constitutional Requirements for Student Publication Guidelines

As noted earlier no reported court decision has ever approved a specific set of student publication guidelines. In striking down challenged guidelines the courts have endeavored to aid school authorities by setting forth certain minimum requirements. These requirements are set forth below.

1. The term "substantial disruption of or material interference with school activities" must be defined. *Nitzberg*.

2. The guidelines must "detail the criteria by which an administrator might reasonably predict the occurrence of such a disruption." *Nitzberg*.

3. The term "libel" must be fully defined and the definition must take into account the rule announced in *New York Times v. Sullivan* and its progeny. *Nitzberg*. (The *New York Times* rule states that before a "public official" can recover in a suit for libel he must prove that the statement was false and published with "actual malice," i.e., with knowledge that the statement was false or with reckless disregard for the truth.)

4. The term "distribution" must be defined. *Baughman*.

5. The term "obscenity" must be defined. *Baughman*.

6. Any publication guidelines must be included in the official publications of the school or circulated to students in the same manner as other official material. *Nitzberg*.

V. Unconstitutional Prior Restraint Provisions

Many school officials have attempted to adopt publication policies incorporating systems of prior review or prior restraint whereby a school administrator is able to read and censor both official and nonschool-sponsored publications prior to distribution. Such systems have been justified as an effort to protect students from "unprotected" speech and to prevent a substantial disruption of school activities.

The courts have made a distinction between school rules which empower administrators to read copy prior to publication (prior review) or halt distribution (prior restraint), and rules which merely permit punishment of students after distribution has taken place. If publication guidelines only allow post-publication punishment for unprotected speech, then they need not be very specific. However, guidelines setting up a system of prior review or prior restraint must be specific and narrowly drawn with all important terms fully defined.

The rules in the cases listed below appeared in systems of prior review or prior restraint and were declared unconstitutional by the courts.

1. The dictate that student publications must conform to "the journalistic standards of accuracy, taste, and decency maintained by the newspapers of general circulation in the city" is too vague. *Leibner*.

2. A rule banning literature which is "alien to school purposes" was struck down in *Cintron*.

3. The court in *Baughman* declared unconstitutional a

prohibition on literature which "advocates illegal actions, or is grossly insulting to any group or individual."

4. A ban on literature which "incites students to disrupt the orderly operation of the school" is too vague and overbroad. *Peterson*.

5. The court in *Jacobs* struck down a rule banning distribution of literature "while classes are being conducted . . ."

6. This rule is vague and overbroad: "No student shall distribute in any school any literature that is . . . either by its content or by the manner of distribution itself, productive of, or likely to produce a significant disruption of the normal educational processes, functions or purposes in any of the Indianapolis schools or injury to others." *Jacobs*.

7. The court in *Baughman* invalidated a prohibition against "libelous" and "obscene" material noting that the terms "are not sufficiently precise and understandable by high school students and administrators untutored in the law to be acceptable criteria. Indeed, such terms are troublesome to lawyers and judges. None other than a justice of the Supreme Court has confessed that obscenity 'may be indefinable'."

As might be expected systems of prior review have been attacked by students who wish to publish free of censorship. Some courts ruling on the constitutionality of such systems have approved them; other courts have not. The federal courts for the 2nd, 4th and 5th circuits have ruled that, in theory at least, it is possible to construct a constitutional system of prior review. However, no specific set of guidelines has ever been approved. *Baughman, Shanley, Eisner*. These rulings are binding in the following states: Vermont, New York, West Virginia, Connecticut, Maryland, Virginia, North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Louisiana, and Texas. The federal courts for the 7th circuit (Indiana, Illinois and Wisconsin), Massachusetts and California have ruled that any system of prior review violates the First Amendment rights of students. *Fujishima, Antonelli, Poxon*.

The Student Press Law Center takes the position that student publication guidelines should *not* provide for prior review of literature by school officials. Such a system merely provides an excuse for illegal censorship by high school principals and stifles student expression.

However, if a school system decides to institute prior review, the courts have offered a few gentle suggestions.

1. The U.S. Supreme Court has stated, "Any prior restraint on expression comes to this Court with a 'heavy presumption' against its constitutional validity." *Organization for a Better Austin*.

2. For a system of prior review to pass constitutional muster, it must contain "narrow, objective, and reasonable standards by which the material will be judged [and] precise criteria sufficiently spelling out what is forbidden so that a reasonably intelligent student will know what he may write and what he may not write." *Baughman, Nitzberg*.

3. The system of prior review must:

(a) Specify to whom the material is to be submitted for approval. *Eisner*.

(b) Limit the time the official has to reach a decision on whether to approve or disapprove distribution. *Baughman, Quarterman, Nitzberg, Eisner*.

(c) Provide for the contingency of a school official failing to issue a decision within the time specified. *Baughman*.

(d) Afford students the right to appear before the decision-maker and argue why distribution should be allowed. *Nitzberg, Leibner*.

(e) Provide an "adequate and prompt appeals procedure" if the school official decides to ban distribution. *Eisner, Nitzberg*. A review procedure which lasts "several weeks" is too lengthy. *Leibner*.

APPENDIX

ACLU v. Radford, 345 F. Supp. 893 (W.D. Va. 1970)
Antonelli v. Hammond, 308 F. Supp. 1329 (S.D. Mass. 1970)
Baughman v. Freienmuth, 478 F.2d 1345, (4th Cir. 1973)
Bayer v. Kinzler, 383 F. Supp. 1164 (E.D.N.Y. 1974), *aff'd* 515 F.2d 504 (2nd Cir. 1975)
Bazaar v. Fortune, 476 F.2d 507 (5th Cir. 1973)
Brandenburg v. Ohio, 395 U.S. 444 (1969)
Brooks v. Auburn University, 296 F. Supp. 188 (M.D. Ala. 1969)
Cintron v. State Board of Education, 384 F. Supp. 674 (D.P.R. 1974)
Dickey v. Alabama, 273 F. Supp. 613 (M.D. Ala. 1967)
Eisner v. Stamford Bd. of Ed., 440 F.2d 803 (2nd Cir. 1971)
Fujishima v. Board of Education, 460 F.2d 1355 (7th Cir. 1972)
Gambino v. Fairfax County School Board, 429 F. Supp. 731 (E.D. Va. 1977), *aff'd* 564 F.2d 157 (4th Cir. 1977)
Jacobs v. Bd. of School Comm., 490 F.2d 601 (7th Cir. 1973), 420 U.S. 128 (1975) (dismissed as moot)
Joyner v. Whiting, 477 F.2d 456 (4th Cir. 1973)
Koppel v. Levine, 347 F. Supp. 456 (E.D.N.Y. 1972)
Lee v. Board of Regents, 306 F. Supp. 1097 (W.D. Wis. 1969), *aff'd* 441 F.2d 1257 (7th Cir. 1971)
Leibner v. Sharbaugh, 429 F. Supp. 744 (E.D. Va. 1977)
New York Times v. Sullivan, 376 U.S. 254 (1964)
Organization for a Better Austin v. Keefe, 402 U.S. 415 (1971)
Papish v. Bd. of Curators, 410 U.S. 667 (1973)
Peterson v. Board of Education, 370 F. Supp. 1208 (D. Neb. 1973)
Pliscou v. Holtville Unified School Dist., 411 F. Supp. 842 (S.D. Cal. 1976)
Poxon v. Bd. of Ed., 341 F. Supp. 256 (E.D. Cal. 1971)
Quarterman v. Byrd, 453 F.2d 54 (4th Cir. 1971)
Riseman v. School Comm. of Quincy, 439 F.2d 148 (1st Cir. 1971)
Schiff v. Williams, 519 F.2d 257 (5th Cir. 1975)
Scoville v. Bd. of Ed., 425 F.2d 10 (7th Cir. 1970)
Shanley v. Northeast Ind. Sch. Dist., 462 F.2d 960 (5th Cir. 1972)
Sullivan v. Houston Ind. Sch. Dist. 475 F.2d 1071 (5th Cir. 1973)
Talley v. California, 362 U.S. 60 (1960)
Thonen v. Jenkins, 517 F.2d 3 (4th Cir. 1975)
Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)
Trujillo v. Love 322 F. Supp. 1266 (D. Colo. 1971)
Vail v. Board of Education, 354 F. Supp. 592 (D.N.H. 1973)
Zucker v. Panitz, 299 F. Supp. 102 (S.D.N.Y. 1969)

SPLC Model Guidelines For Student Publications

I. STATEMENT OF POLICY

It is undeniable that students are protected in their exercise of freedom of expression by the First Amendment to the Constitution of the United States. Accordingly, it is the responsibility of school officials to insure the maximum freedom of expression to all students

It is the policy of the _____ Board of Education that _____ (newspaper) _____, _____ (yearbook) _____, and _____ (literary magazine) _____, official, school-sponsored publications of _____ High School have been established as forums for student expression. As a forum, each publication should provide a full opportunity for students to inquire, question and exchange ideas. Content should reflect all areas of student interest, including topics about which there may be dissent or controversy.

It is the policy of the _____ Board of Education that student journalists shall have the ultimate and absolute right to determine the content of official student publications.

II. OFFICIAL SCHOOL PUBLICATIONS

A. Responsibilities of Student Journalists

Students who work on official student publications will:

1. Rewrite material, as required by the faculty advisers, to improve sentence structure, grammar, spelling and punctuation;
2. Check and verify all facts and verify the accuracy of all quotations;
3. In the case of editorials or letters to the editor concerning controversial issues, provide space for rebuttal comments and opinions;
4. Determine the content of the student publication.

B. Prohibited Material

1. Students cannot publish or distribute material which is "obscene as to minors". Obscene as to minors is defined as:

(a) the average person, applying contemporary community standards, would find that the publication, taken as a whole, appeals to a minor's prurient interest in sex; and

(b) the publication depicts or describes, in a patently offensive way, sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

(c) the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

(d) "Minor" means any person under the age of eighteen.

2. Students cannot publish or distribute material which is "libelous", defined as a false and unprivileged statement about a specific individual which injures the individual's reputation in the community. If the allegedly libeled individual is a "public figure" or "public official" as defined below, then school officials must show that the false statement was published "with actual malice", i.e., that the student journalists knew that the statement was false, or that they published the statement with reckless disregard for the truth—without trying to verify the truthfulness of the statement.

(a) A public official is a person who holds an elected or appointed public office.

(b) A public figure is a person who either seeks the public's attention or is well known because of his achievements.

(c) School employees are to be considered public officials or public figures in articles concerning their school-related activities.

(d) When an allegedly libelous statement concerns a private individual, school officials must show that the false statement was published willfully or negligently, i.e., the student journalist has failed to exercise the care that a reasonably prudent person would exercise.

(e) Under the "fair comment rule" a student is free to express an *opinion* on matters of public interest. Specifically, a student enjoys a privilege to criticize the performance of teachers, administrators, school officials and other school employees.

3. Students cannot publish or distribute material which will cause "a material and substantial disruption of school activities."

(a) Disruption is defined as student rioting; unlawful seizures of property; destruction of property; widespread shouting or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity. *Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.*

(b) In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to affirmatively show substantial facts which reasonably support a forecast of likely disruption.

(c) In determining whether a student publication is disruptive, consideration must be given to the context of the distribution as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, past experience in the school in dealing with and supervising the students in the subject school, current events influencing student attitudes and behavior, and whether or not there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question.

(d) School officials must act to protect the safety of advocates of unpopular viewpoints.

(e) "School activity"—means educational activity of students sponsored by the school and includes, by way of example and not by way of limitation, classroom work, library activities, physical education classes, individual decision time, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and scheduled in-school lunch periods.

C. Legal Advice

1. If, in the opinion of the student editor, student editorial staff or faculty adviser, material proposed for publication may be "obscene", "libelous", or "cause a substantial disruption of school activities", the legal opinion of a practicing attorney should be sought. It is recommended that the services of the attorney for the local newspaper be used.

2. Legal fees charged in connection with this consultation will be paid by the board of education.

3. The final decision of whether the material is to be published will be left to the student editor or student editorial staff.

III. PROTECTED SPEECH

School officials cannot:

1. Ban the publication or distribution of birth control information in student publications;
2. Censor or punish the occasional use of vulgar or so-called "four-letter" words in student publications;
3. Prohibit criticism of school policies or practices;
4. Cut off funds to official student publications because of disagreement over editorial policy;
5. Ban speech which merely advocates illegal conduct without proving that such speech is directed toward and will actually cause imminent lawless action;
6. Ban the publication or distribution of material written by nonstudents;
7. Prohibit the school newspaper from accepting advertising.

IV. NONSCHOOL-SPONSORED PUBLICATIONS

School officials may not ban the distribution of nonschool-sponsored publications on school grounds. However, students who violate any rule listed under II.B. may be disciplined after distribution.

1. School officials may regulate the time, place and manner of distribution.

(a) Nonschool-sponsored publications will have the same rights of distribution as official school publications.

(b) "Distribution"—means dissemination of a publication to students at a time and place of normal school activity, or immediately prior or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the school which are generally frequented by students.

2. School officials cannot:

(a) Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author;

(b) Ban the distribution of literature because it contains advertising;

(c) Ban the sale of literature.

V. ADVISER JOB SECURITY

No teacher who advises a student publication will be fired, transferred or removed from the advisership for failure to exercise editorial control over the student publication or to otherwise suppress the rights of free expression of student journalists.

VI. PRIOR RESTRAINT

No student publication, whether nonschool-sponsored or official, will be reviewed by school administrators prior to distribution.

VII. CIRCULATION

These guidelines will be included in the handbook on student rights and responsibilities and circulated to all students in attendance.

A Newspaperman's Credo

"A Newspaperman's Credo" by Max Lerner is an excellent statement of a journalist's responsibilities and ethics. It is reprinted with permission from the Editor & Publisher magazine from its July 15, 1961 edition.

1. I believe in the integrity of the newspaperman to the facts and events with which he is dealing. He must give the event as it actually happened, the facts as they actually are, to the best of his descriptive power. His obligation to what actually happened is as exacting as the obligation of a historian, and his regard for evidence must be as scrupulous.

2. He has also the obligation, whenever the facts or events do not speak for themslves, to give the frame within which their meaning becomes clear. This may be a frame of history, or a broader interpretive frame of fact. In doing this he must make clear the distinction between fact and event on the one hand and his own opinion on the other.

3. In deciding what to include or omit he must use to the best of his ability the test of what is newsworthy in the minds of his readers, and what is of importance in the flow of events. He must resist the temptation of including or excluding on the basis of what will help or harm whatever team he is on and whatever crowd he runs with.

4. This means that he must give a hearing even to unpopular causes, including those which he may himself detest. He has the obligation to keep the channels of the press open for a competition of ideas, since only through such a competition will the people be able to arrive at their own decisions of what is right and good.

5. In any contest of opinion he has the obligation to state, as fairly as he knows how, the opposing viewpoints. At the same time, if he is presenting opinion in an editorial or a column, he has the obligation to set forth his own position honestly and forthrightly as his own regardless of the consequences.

6. Beset as he inevitably will be by favorseekers, special interests, press agents, public relations men, and operators of all kinds, he must keep himself scrupulously independent of their favors and pressures. This means that he must be strong enough to make himself unpopular with those who can smooth his path or make life pleasant for him.

7. He must resist all pressures from outside, whether they be from advertisers, government officials, businessmen, labor organizations, churches, ethnic groups, or any other source which has an effect on the circulation or revenue of his paper. This applies whether the newpaperman is a publisher, editor, reporter, reviewer, or columnist. Since the danger in many cases is that he will anticipate the pressures before they are exerted, and censor a news story, review, or opinion which may hurt circulation or revenue, he has the obligation to resist the voice from within himself which tells him to play it safe.

8. His responsibility is to his craft and to the integrity of his mind.

Now, rewrite numbers 4, 6, and 7 to apply directly to the high school journalist. Add examples and specific situations from the high school world. Try to maintain Max Lerner's meaning.

Principles of Coverage and News Elements

Journalists have the responsibility to find news. This search is controlled by principles which seek aspects or elements of any event that make that event newsworthy. These principles also can be used in writing to find the "interesting" aspects of events. Some events will have several of these qualities. Some of the news elements are more important than others. Learn these elements; interpret events by these principles. Use these guidelines when selecting articles for the Voice.

Significance. Some events are relevant. That is, the event has consequence for the reader. Events or people that bring change for the reader should be explained to the reader. Explain the causes of change or the reasons for the constant status quo.

Timeliness. Events that just happened are more interesting than last year's events. Current problems or concerns should be dealt with as rapidly as possible.

Nearness. Events or people that happen close to the reader will be more interesting than most news from far away. The closeness can be in terms of geography, thought, or interests.

Conflict. Whenever disagreement, arguing, or open fighting can be found, the happening is probably newsworthy. While newspapers should not deal only with problems, the causes and results of conflicts are interesting and involve people by producing change.

Human Interest. People by nature are curious about other people. Whenever possible, share human experience so that the reader can identify with the experiences of others. Do not let it slip to gossip.

Novelty. Strange, unusual,extra-ordinary "things" do happen. Don't search only for these events, but do not avoid them. Odd things are interesting.

Humor. Everyone loves to laugh. Interpret events for the non-serious, ironic, lighter side.

Importance. Some people are more powerful and well-known than other people. They are usually making more news that people care about. Achievements won by people fall under this element. Likewise, any event that involves a large number of people or things will draw more attention.

Variety. While this is not an element of any event, it is a chief ingredient for any newspaper. Every issue should include some significance, importance, conflict, timeliness, nearness, humor, novelty, and human interest.

How to Interview

Interviewing is the most important step in writing a quality newspaper article. Apathetic interviews produce boring articles. Sloppy interviews produce inaccurate, embarrassing, undefendable articles.

Journalists do not create or make up news articles. Few articles are results of just research. Journalists collect information from people. This process is called "interviewing." An interview can be both frightening and rewarding. While it may be difficult to talk to and question some people, it can be an exciting opportunity to meet many people. Ultimately, it is the only way to collect accurate, interesting information to make a newspaper worthwhile. All newspaper writing begins with the interview process which is more than just talking to someone. The process is explained below and all staff members are expected to follow it.

Skills Needed

Voice staff members need to have or must develop the following skills to be effective interviewers: acceptance of people; patience with people; self-confidence; self-assertiveness; thinking through problems and formulating questions; talking clearly; writing neatly; and organizing effectively.

Process of Interviewing

1. Study the nature and kind of article assigned on your assignment page. Listen to suggestions from the staff and editors on what the content of the article should be.

2. Begin formulating questions in your mind:
   - Avoid yes/no questions--use only to clarify information
   - Write Who? What? When? Where? Why? and How? questions
   - Write short, direct, specific questions
   - Seek information, opinions, beliefs.
   - Have the source clarify your current understandings.

3. Set up an interview time with the person. Identify yourself as a staff member of the Voice. Briefly explain why you need to talk to the person and the nature of the article. Find a time both of you can meet together. Know your schedule accurately. Set the interivew time as soon as you can to give yourself adequate writing time. Thank the person for his/her time and effort.

4. Talk to your other news sources. Every article requires two, if not more, news sources. Schedule all interviews as soon as possible.

5. Research. Find out about the person and the responsibilities of his/her position. Ask the adviser or other staff members about the person. Read about the issue if possible.

6. Write out all questions. Make them as short, specific, and clear as possible. Place them in a logical order. Begin with simple, factual questions. Move to more controversial and sensitive questions.

7. Show the questions to the adviser or page editor if possible.

8. Memorize questions. Prepare to have a relaxed conversation with questions ready in the mind.

9. Show up on time with questions, notebook, and pen. Go alone--no friends for support.

10. Be cheerful and polite. Do not interrupt what the news source is doing. Try to find a place for the interview where you will not be interrupted or be performing for an audience.

11. Explain the nature of your assignment and begin an informal conversation. Put the person at ease. Some people dislike newspapers and reporters. Some people are very concerned about the image the article will reflect.

12. Slow the person down so you can take notes. Listen carefully. Write down essential information using the person's exact language. Ask for spellings and restatements if needed. Check all information--dates, times, places--for accuracy.

13. If the person asks to see the article before it is printed, say no, because that is against the policies of the Voice. As the reporter, you are responsible for getting it right and writing it properly. Do not allow news sources to rewrite articles for you. One exception: you may want to check the direct quotations you decide to use. However, all final decisions are yours. Do not allow the news sources. change what they have said to protect themselves.

14. Thank the person for their time. Ask if it would be okay if you could check back with them at a later time if you need more information or a clarification.

15. After the interview, rewrite your notes as soon as possible. Write down everything you remember as accurately as you can.

16. Write the article. Check with the news sources if you need to verify your information.

17. Keep the notes on all articles in your staff notebook until the end of school. They are your protection if the article is questioned.

How to Write Newspaper Articles

Writing for a newspaper is not like writing for your English teacher in a composition class. Journalists have developed a style of writing which can be written rapidly and read rapidly. If you enjoy writing and write well, learning the newspaper writing style will be easy and rewarding, but not automatic. This section explains the standards of good newspaper writing, the process of writing for the Voice, the description of 10 kinds of newspaper writing, sample of each kind of writing, and some exercises for you to complete.

Standards of Newspaper Writing

Readers seldom study newspaper articles. They scan a page, pick and choose, read the headline and beginnings of several articles, and only occassionally will they slowly digest an entire article on a subject which interests them. This light reading style is not an excuse for the journalist to be sloppy and nonchalant. Readers want accurate, dependable reporting. So, the journalist must provide trustworthy information while trying to capture the reader's attention and "sell" the worth of the information presented.

Organization. While the structure of articles will vary as explained below, one basic pattern is used. Begin with the best. Put the most important, most interesting, most colorful words and ideas in the beginning paragraphs. Do not save the clever statement, the thesis, or colorful quotation until the last paragraph. Likewise, do not "introduce" the story, slowly winding into the core of the information. Put what the reader must see first, then hope they read for details and explanations later. Journalists call the first paragraph the "lead." The lead paragraph is not an introduction. Its job is to get the reader's attention, state important information, and pull the reader into the rest of the story. Endings are seldom important. If a story is longer than the space available on the paste-up page, it will probably be cut from the end of the article--the cut-off test. So, arrange the information by order of importance from the most significant to the least significant. Do not write the article in the same order as you asked your questions during the interview.

Expression. Because newspapers are read quickly, do not give the reader long, involved sentences and 500 word paragraphs. Sentences can be short. Use only a few complex sentences. Be direct, precise, and concise. If you can say it clearly in a short way, do it. Keep your subjects and predicates close together. Begin sentences and paragraphs with meaningful words, not articles. Use a vocabulary most readers will understand. Do not be afraid to use unfamiliar terms if you explain them. Fancy, gaudy, flowing prose sometimes requested in composition class is not wanted. Above all, be accurate and emphasize the important content.

At no time (except in editorials and personal narratives) should you enter the article. While you have the power to select and arrange,

the reader should not be aware of the writer. You are not a character or participant in your articles. Use third person. Putting in your opinion, like at the end of a sports article, is called editorializing and is not acceptable. Also, avoid writing in your questions in the article--"When asked about...he said."

Use short paragraphs. One idea or thought per paragraph. Paragraphs in journalism are whenever you indent. Keep paragraphs between 20 and 50 words. These can be read rapidly and add white space to dull looking gray columns. Paragraphs can be as long as 75 words. When using a column of a wider pica, like 23 pica instead of 11 pica, paragraphs can be longer, up to 125 words. A short paragraph will always be more forceful than several long paragraphs. Remember that coherence or the flow between ideas and paragraphs is still important.

Use many quotations. Always quote as accurately as possible. Quote word for word when possible. Put a statement from one person in one paragraph. When identifying the person who spoke, place the person's name at the beginning, middle, or end. When it comes at the middle or end, say "John said," not "said John." This is called placing the attributive verb after the name. "Said" is fine in all cases. You do not have to struggle for clever words like "groaned" or "quietly commented." If you use others, make sure they are descriptive without editorializing.

Finally, the stylebook in the reference section of the handbook covers all the mechanical questions. Read it, study it, refer to it, and follow it.

Process of Writing Articles

1. Actively participate in suggesting and selecting articles to be written for the Voice. Often staff members who come up with creative ideas get to write them.

2. Carefully read your assignment sheet and discuss the article with the page editor. Do not feel trapped by the assignment sheet. Find the best way to do the article. However, if you change the assignment significantly, explain your decision to the page editor and adviser.

3. Follow the "interviewing process" explained in the "How to Interview" section. When you write your questions, you are determining the scope and thought of the article. From the beginning, concentrate on finding something good for your lead paragraph and headline. Remember that interviewing is nothing more than verifying your research and knowledge of the issue. Your news source should confirm or modify what you know to be true. Then, let the person give you all the words you need for the article.

4. Always interview several people for every article.

5. After rewriting your notes, begin selecting the important information. Make a list of key words to stand for each group of significant

ideas. Then rearrange the list by order of most important to least important.

6. Struggle until you have a good lead. It must be written first. It establishes the structure of your article. Make sure the lead flows to the rest of the article.

7. Write a rough draft of the entire article.

8. Polish the rough draft. Consult the stylebook and Word Book. Check with your source to clarify any misunderstandings.

9. Type or write the final copy according to the instructions for presenting original copy. Place it in the original copy basket before the due date or as soon as you get done. If you are late, place it in the basket before school the next day.

10. After it has been edited, read over it carefully. Discuss changes with the editor or adviser. Try to understand why any changes were made. Make sure no factual mistakes were made during editing. If the adviser asks you to rewrite, do so cheerfully and rapidly.

11. Write the headlines and cutlines and blow-up quotes that go with the article.

12. Proofread the article when it comes back from the Reporter-Herald. Major editing should not be done, unless a factual mistake must be corrected. Concentrate on spelling and typographical errors. Make sure the entire article is there.

13. Proof the article again on the last correction day to make sure the requested corrections have been made.

14. If a mistake appears in your article, write an apology letter to the person on Voice stationery. Show it to the editor before you deliver it.

Description of Kinds of Newspaper Articles

Newspapers are filled with a wide variety of articles. These articles vary in content, construction, style, and purpose. Journalists must learn to write this wide variety of articles and apply them to a wide range of subjects--from sports and drama to political issues and famous people. Below, 10 different types of newspaper articles are defined. Then samples of each category are presented from editions of The Paper at TVHS. You should be able to define each kind of writing and label any article you find in a newspaper. Learn all of the labels which follow because they will be used to explain types of articles to be written. All of the kinds of articles are listed on the Writing Assignment Sheet. Using the terms accurately will speed the communication in assigning and writing quality articles for the Voice.

Each kind of writing is defined and explained by these character-

istics of writing: PURPOSE: what the article should communicate and why the journalist should write it; NEWS VALUES: which principles of coverage or news elements should be used in selecting the topic and writing the article; SOURCE: where does the writer get the information for the article; ORGANIZATION: how should the information in the article be arranged; LEAD: what kind of lead (first paragraph) should be used; WRITER: how does the writer appear in the story.

Straight News

PURPOSE: to communicate information in a direct, straight-forward manner. Let the event speak for itself. Hard news.

NEWS VALUES: timeliness, nearness, importance, significance.

EMPHASIS: let the information sell itself. Give the readers what they need to know. Often in the high school press this will be an advance, explaining something to happen in the future. Avoid old, untimely, widely known information.

SOURCE: interviews, watch event, talk to planners.

ORGANIZATION: inverted pyramid, summary lead, vital information in the first three paragraphs, details later. No ending needed--cut off test.

LEAD: summary or direct novelty lead with summary following. Stress who, what, how, when. Keep lead between 20 to 50 words, one or two sentences.

WRITER: non-existent, objective, no interpretations, third person.

Featured News

PURPOSE: to communicate information already known by some readers but not completely understood or thought unimportant. Only a few readers should know the details. Use for significant events that are too old for straight news. Also use when localizing a national or community issue to the high school community.

NEWS VALUES: significance, conflict, nearness, human interest, importance.

EMPHASIS: offer information from a new angle. Find significance in ordinary events, find relevance and meaning, add human interest, and go into depth on the causes and results of any event.

SOURCE: interviews, watch event, research, read about national concerns.

ORGANIZATION: modified inverted pyramid. Use topic or theme to unify writing. Put the most interesting material at the beginning. Play up one detail in depth. Do not summarize.

Least important details at the end. No ending required, but can be used.

LEAD: novelty, catchy, interesting. Use comparisons, quotations. Be blunt, direct, forceful. Stress why?, who?, how?, what? The length can vary from 10 to 40 words.

WRITER: non-existent, third person, but can make needed interpretations to bring out significance of the event.

Feature

PURPOSE: can be to inform, entertain, explain, or interpret for the reader. A wide range of newspaper writing that is not based on timely events can be called "feature" writing. Most features allow the reader to examine and explore something new or something overlooked that the reader naturally wonders about or would be interested in knowing. Features "create" news by selecting something worth reporting that would not have to be reported.

NEWS VALUES: human interest, novelty, significance, nearness.

EMPHASIS: less timely, but more in-depth. Find the human experience in any event or with any individual and allow the reader to identify and understand the experience. Vivid,creative writing is needed. Select an event or person worthy of being featured.

ORGANIZATION: arrange the writing around the content of the topic. Place the colorful and unusual first. Build around a central theme or topic, using an ending if possible. Use many direct quotations.

SOURCE: research, interviews, investigations.

LEAD: novelty lead--anything that grabs the reader's attention but comes naturally from the subject being featured. Begin short and quick, often in the middle of the story or topic. Stress who?, why?, how?

WRITER: usually non-existent, third person; however, it can sometimes be written in first person if the writer was a participant in the event.

Personality Sketch

PURPOSE: to communicate extensively about one person's life, including more than one aspect or one event in a person's life. This is a feature on one person, with all the feature purposes listed above.

NEWS VALUE: human interest, importance.

EMPHASIS: in-depth on one person. While it can center on one unique or outstanding part of a person's life, it should fully introduce the person to the reader--all aspects of his or her personality.

SOURCE: interview the person and people who know the person.

ORGANIZATION: arrange around and with the details of the person's life. Use many direct quotations. Let the person do the writing (if you ask good questions and interview well).

LEAD: novelty lead. Quotation leads from the featured person or from one of his or her friends work well. Stress who?, what?, why?

WRITER: non-existent, third person; however, the writer can sometimes enter into the story in first person if the writer describes the interivew and includes interpretations.

Interview Article

PURPOSE: a news story where the individual who is interviewed does all the writing and the reader can read the individual's words without editing or restructing by the reporter. Usually done with important people on controversial issues.

NEWS VALUES: importance, timeliness, significance, human interest.

EMPHASIS: allow the person to answer interesting, significant, challenging questions. Let the person and issue make the article interesting.

SOURCE: taped interview and well-researched questions.

ORGANIZATION: after an introduction of the individual and the issue, the questions should be placed in bold face and the individual's response follows in regular body type--a word-for-word account.

LEAD: none. The first paragraph or paragraphs are an introduction to the individual and issue. Explain why, where, and when the interview was conducted.

WRITER: the questions are the writer's exact words. No other comments.

HOW TO: use this article when a well-spoken individual is directly involved in a controversial issue or in a conflict situation. Arrange a time for an interview and give the person a series of typed questions at least one day before the interview. Tape the interview, making sure the person understands that his or her exact words will be used. You may ask clarifying questions during the interview. Transcribe the questions and answers that you want to use. Type the article and take it to the individual. Make changes in the article by mutual

agreement only.

Editorial

PURPOSE: to communicate the opinion of the staff. It can be a persuasive editorial that tries to convince the reader of an idea and urges action. It can be a background editorial where the issue and options are clearly explained. It can be an appreciative editorial that thanks or praises an individual or an event. It can also be humorous. It can be anything a majority of the staff agrees to. Use constructive criticism which offers solutions to the problem; do not just complain and criticize.

NEWS VALUES: significance, conflict, timeliness, nearness.

EMPHASIS: to clearly present the problem, a judgment, the issues involved, and a solution. The reader should be attracted to understanding the issue and understanding the position and solution offered by the staff. The judgment and solution should be very specific.

SOURCE: research, interviews, and staff discussions.

ORGANIZATION: editorials are carefully crafted essays that can be arranged in numerous patterns. Two patterns are suggested:

1. Use a five-paragraph, two-sided strategy. First paragraph, present the opinion or judgment forcefully, directly, and shortly as possible. Second paragraph, explain the issue or problem. Third paragraph, present the best arguments which oppose the staff's opinion. Fourth paragraph, present the best evidence to support the staff's opinion and defeat the opposition's arguments. Fifth paragraph, repeat the judgment and present a better alternative to the status quo (present situation).

2. Use the essay strategy taught in composition classes. The first paragraph should introduce the problem and present the opinion (thesis) at the end of the first paragraph. Then, present evidence to support the opinion. The opposing arguments could be given here. The last paragraph should restate the opinion and suggest positive actions.

LEAD: none. But the first sentence is the most important sentence in the editorial because few people read editorials. The beginning must grab them. Paragraphs can be longer because editorials are usually set in a wider pica width.

WRITER: usually non-existent, speaking for the staff; use third person. "We" for the entire staff can be used to speak for the staff.

Opinion Column

PURPOSE: to communicate an opinion, point of view, or idea for the reader to consider. The idea can be foolish or serious. This can be much like an editorial, but it is one person's opinion and does not speak for the entire staff. There is less reason to present the opposing position,but it is still a valuable communicating technique.

NEWS VALUES: timeliness, conflict, human interest.

EMPHASIS: present an idea while entertaining the reader. Be short, direct, and colorful. Guest editorials, sports columns, and editorial columns fall into this category of writing.

SOURCE: observation, interviews, reflection.

ORGANIZATION: complete freedom but editorial patterns above work well. Best to begin with opinion.

LEAD: none, but novelty beginning best.

WRITER: use first person or third person.

Pro/Con Forum

PURPOSE: to communicate both sides of an issue in two, separate articles. This should be used for controversial issues where two, strong opinions are available. This debate or argument can be on a serious topic or a light topic.

NEWS VALUES: conflict, timeliness, significance.

EMPHASIS: to give the reader a series of corresponding arguments, so the reader can decide how to think about an issue. Both arguments should be written as clearly and forcefully as possible, and even somewhat exaggerated to emphasize the conflict.

SOURCE: research, interviews, discussions with individuals on both sides.

ORGANIZATION: the issue should be explained in a straight news introduction. Then, two separate articles should be written with parallel or corresponding arguments so the reader can compare. At least three arguments should be present. The first paragraph should present the opinion and briefly list the arguments. Then, each paragraph should develop an argument.

LEAD: (first paragraph) present opinion and list arguments.

WRITER: non-existent; use third person.

Humor Column/Satire Article

PURPOSE: to entertain the reader and perhaps make the reader think about the meaning behind the humor.

NEWS VALUES: humor, novelty, timeliness.

EMPHASIS: make the reader laugh. If satire is used, to kid a person or event without hurting the individual. Use exaggeration, irony, timing, and parody. Current, contemporary topics work best.

SOURCE: imagination, observation, reflection.

ORGANIZATION: any that works. Endings are often important.

LEAD: novelty.

WRITER: use first or third person.

Critical Review--Drama, Movie, Music, Book

PURPOSE: three are possible. One purpose is to tell about the movie or album--explain or describe. The second purpose is to judge the quality of a performance or defend that opinion. Third, both can be done if space for the article is long enough.

NEWS VALUES: timeliness, nearness, novelty, human interest.

EMPHASIS: accurately explain the nature of the work so that the reader can decide whether it is worth viewing or reading. If you offer a judgment, make sure you offer adequate evidence.

SOURCE: read, listen to, or view the artistic effort. Talk to others who know about the artists. Read other reviews on the performance. The reviewer should have a background in the medium reviewed before criticizing the quality. At movies, be sure to get the characters' names, the actors' names, and the producer, director, etc.

ORGANIZATION: same as a feature article or a persuasive editorial. Usually begin with your judgment. Organize around the content of the album or movie or book. Plan an effective ending.

LEAD: colorful, short. Offer opinion if you plan to.

WRITER: use first person. It is the writer's position, not the staff's opinion.

Cutline Article

PURPOSE: to communicate straight news information and identify people and events in the picture. A catchline will go with the

cutline, but no other article.

NEWS VALUES: timeliness, human interest, nearness, novelty.

EMPHASIS: explain the contents of the picture and add as much information as the space will permit. Avoid "pictured above." Identify "from left" in parentheses. Do not explain what is obvious about the picture.

ORGANIZATION: straight news and sometimes a novelty beginning. Explain picture, then on to related information.

LEAD: summary lead or novelty. Match lead to type of picture.

WRITER: non-existent; use third person.

Sample Articles

On the next nine pages, you will find sample articles to match all of the kinds of articles that were just described. Read all of the articles. Be ready to explain how the article illustrates that kind of writing.

Straight News:

Students confronted with 'new' drug policy

BY KRYSTAL KRULL

TVHS may be going to the dogs. So might LHS and Bill Reed. In fact, all of Loveland's high schools and junior highs may be going to the dogs. The police drug dogs that is.

This summer, the School Board's concern over the drug problem led to certain changes in enforcing the district drug policy. The possibility of using police drug dogs was discussed and accepted as one alternative.

While the current drug policy is not "new," there will be several changes, including the possible use of dogs to find offenders. Board members want the existing drug policy enforced strictly and uniformily.

If a student is caught with drugs, the administration will automatically suspend the student for five days. The superintendent of the district can then suspend the offender for 10 days and the school board can then decide on expelling the student for the rest of the school year. The School Board wants no exceptions.

The purpose of the policy is to gain consistency of enforcement between schools so that drug use will be restricted as much as possible. In the past, TVHS administrators followed this policy but also tried to deal with each offender as an individual with special needs. No student has never been expelled for using drugs at TVHS.

A much asked question seems to deal with students' rights. The lockers issued to students are school property. They are only loaned for use. If dogs would smell something in a locker, it can be searched. The dogs will also be led through the parking lot. If they seell anything, the police will be called to do the searching. In any case, the police will always bw notified if anything is found or suspected.

So far, many steps have been taken to clean up the drug problem in school, but "the problem is bigger than cleaning up the schools; it's the society," said Principal Herman Smith.

TVHS has taken steps to get rid of the drug problem in the past years, therefore, the possible use of police dogs is just one more attempt to solve the problem. Police and parents have been called in before, and last year, a speaker was brought in to lecture about drugs.

Junk food sales are now legally restricted

BY LORRAINE SINCLAIR

Students whose diet has included a can of pop for breakfast can no longer buy the carbonated sugar water at TVHS. Reacting to pressure from dentists and nutritionists, Congress and the State of Colorado have commanded that all junk food sales cannot begin until after lunch.

The problem food

"Junk food is food that is not nutritionally sound for your body, food that it doesn't need," states Ms. Painter, Home Economics teacher at TVHS. "Any food eaten in excess can be called junk food."

And teenagers are known for their excessive use of pop, chips and chewing gum. TVHS students are no exception, as junk food sales totalled $4200 last year.

Junk food has more than just low nutritional value; it brings with it a host of teenager plagues that are linked with the ingredients of these products. Preservatives and high amounts of refined sugar cause low blood sugar, which is responsible for sluggishness and irritability. Poor complexions are also a result. Sugar is also the culprit that enhances the deterioration and decay of teeth to a monstrous extent. These are only very few of the diseases that can be attributed to the excessive consumption of these unhealthy foods, according to nutritionists and health food experts.

In a national nutritional survey made by the Department of Agriculture in 1956 and 1965, the results of a bad diet were becoming more severe as such foods like soft drinks, sweet bakery products and packaged cereals were being consumed more and more. In the 1965 survey, two thirds of the population were deficient in almost all nutrients except iron, compared to one half in 1955. The trend toward eating junk food frequently by many people continues today.

Congress steps in

A federal law concerning the sale of junk foods in schools, initiated by a group of parents and nutritionists, was passed to establish a "minimum standard"--meaning that the state or local authorities could add stricter rules. During the last school year (1979-80) the vending machines were shut down one half hour before and after the lunch periods.

One purpose of the regulations is to limit the competition between the vending machines and the federally funded school lunch program. Now, at the present date, Colorado has adopted a law that the United States Congress revoked.

What does this law say? Foods to be restricted are soda water, water ices, chewing gum, and candies of all kinds. These foods provide less than five percent of the United States Recommended Daily Allowance (USRDA) for eight basic nutrients per hundred calories or per serving. They can't be sold from midnight until the end of the last lunch period. Most candy bars can still be sold because they do offer at least five percent nutrition.

Mr. Smith and the law

Mr. Smith believes the state law is a good idea. "There's a big demand for it (junk food) but nutritionally it's wrong. For their health it's right." Ms. Painter also agrees. "I think we're promoting poor nutrition by selling it." And, surprisingly, most of the negative feedback to selling junk food at TVHS has come not from parents, but from local dentists.

"I try to work with people, but it doesn't make it right," commented Mr. Smith, when asked why he allows junk food to be sold at all. "Kids will bring it in from outside." Mr. Smith plans to "conform to the letter" of the law.

A better solution?

The solution to the problem food of the twentieth century may not be solved by simply passing a law. To help, the school store has now opened a new line of "health foods"--fruits and juices. Can the decision of what is healthful be left up to the students?

"Only if they know what healthy food is," answered Ms. Painter. "Most of the time they don't have the education. Our society needs to be reeducated. We really need to change our eating habits."

Studer can now only buy junk food after the la nch period, according to a new state Only foods containing at least five pe utrition can be sold earlier in the da to by Alan Shelley)

Feature:

Air Force says, 'No knee, no degree'

BY MARY SHANNON

March. March. March. Orders, orders, orders from the first minute. Your mom and dad have dropped you off. No time for good-byes.

Suppose that you, the reader, have just arrived at the National Air Force Academy (AFA). You are issued uniforms and are shown to your room where you learn very quickly to put everything neatly in its place. Your clothes must be hung properly. Your socks must be in the drawer so that the emblem on them faces up. Your underwear must be folded flat and measure so many inches by so many inches. The books on your book shelf have to form steps from largest to smallest. And the list goes on...

Krystal Krull at AFA

Does the Academy have a reason for being so picky? "Hell, yes. Perfection," replied Krystal Krull, a 1980 graduate of TVHS, who attended the AFA until she was dismissed on September 3 due to a knee injury. She is now majoring in engineering at CSU but may go back to the AFA if she has an operation, which involves repositioning the knee cap.

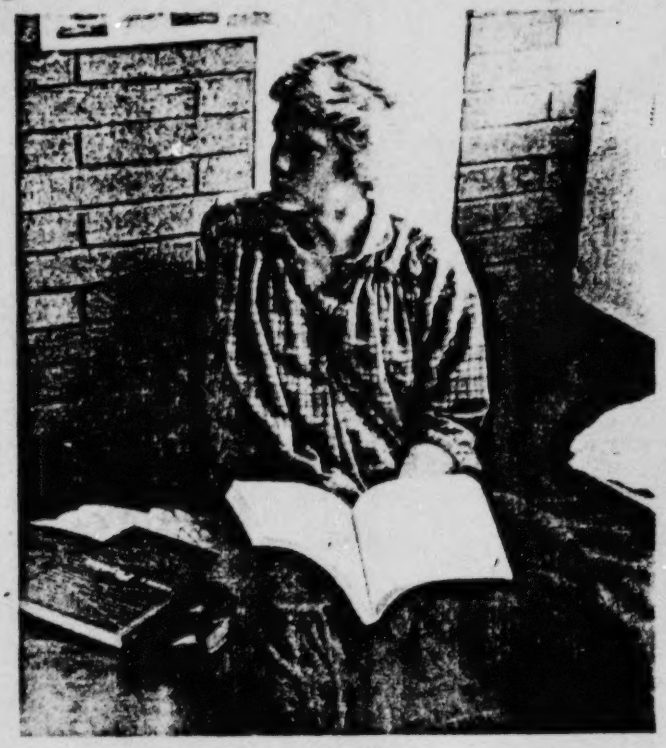
Krystal went to the AFA because she wanted to become a pilot, and she wanted a challenge. She completed three-fourths of basic training, which is challenge enough for most people.

When asked what she had to do during basic training, Krystal responded, "What didn't we have to do ?!" Basics includes drills, physical training (usually running four to eight miles daily) and an obstacle course that Krystal describes as "every bit as hard as everyone says it is."

Academic classes

In addition to the exercise, freshmen at the AFA take a class on first aid, learn the honor code ethics of the Academy, and must know the material in a thick training manual.

A balance of physical and mental abilities is needed to do well at the AFA, and Krystal maintained that balance. "What you've got to do is be decent in everything.



Krystal Krull is now a freshman engineering student at CSU who has many memories of the Air Force Academy. Photo by Randy Schneider

That's what I tried to do," explained Krystal. "They just want you to do your best there."

Freshmen, or basics, must greet every upperclassman they pass and at any time may be asked to give their superiors information ranging from the Academy ethics to the day's menu. Basics walk on the far right side of the hall and are always at attention--back straight, eyes directly forward. The only time that they may talk is in their rooms.

"Upperclassmen bitch at you for no reason. If there's not something wrong, they'll make it wrong," stated Krystal. "You have to bear it."

Teamwork

Is there something to be learned from this kind of treatment? Krystal believes there is. "Teamwork. That's what they're teaching you up there. You learn real quick to get along and to help each other out. Nobody can get by, by themselves. The motto of the freshmen is 'cooperate and graduate.' And a sense of humor. It took me a long time to learn that," Krystal said.

Do the guys at the AFA hassle the girls? "Not the freshmen guys," Krystal said. "They took care of us like brothers and we helped them out. I liked that. It was very nice."

There are ten squadrons in freshmen basic training with 150-160 people in each. Approximately 16 out of the 150-160, or 10 percent, are females.

"And the upperclassmen really aren't that bad," Krystal admitted. "They lay off you and are a lot nicer after the first couple of weeks when they get to know you."

Feature:

BY BOB DOYLE

The Colorado Rockies may have Crazy George and the Dallas Cowboys may have their world famous cheerleaders, but the TVHS wrestlers have the Rodriguez family.

They come to watch two of the family members, Abel and Mingo. The jokes about the Rodriguez family taking whole sections of the bleachers may be exaggerated, but they do form a nice group.

Along with Mr. and Mrs. Rodriguez, their sister, Denise, and brothers Joe and Marty are usually seen in the stands.

"It helps a little," said Abel, "especially when my brothers are there." Mingo agrees, "It helps a lot when they tell me what to do."

And boy do they get told what to do. Their father and both brothers wrestled in high school and can be seen shouting instructions from the stands. Even with coaches and teammates yelling at him, Abel can still hear them while he is wrestling, "I hear my mom and oldest brother the most," Abel said.

Even at home Abel and Mingo get advice. "We talk about wrestling a lot at home," Mr. Rodriguez stated. "It and football are our favorite sports."

Sometimes talking isn't enough though and wrestling matches break out at home. Even Mr. Rodriguez gets involved. "We wrestle all the time at home, the boys even wrestle with their sister."

But with all the expert help the boys receive, it's still a mother's job to worry. "I'd get worried about them at first," said Mrs. Rodriguez, "but once I see they're making weight and doing all right, I don't worry as much. I'm very proud of them."

She should be. Marty and Joe both enjoyed successful high school wrestling careers. Abel already holds the record for the most career victories at TVHS and he still has most of the season ahead of him. Mingo is only a sophomore and is already sporting a winning record on the varsity team.

Mingo is the last of the line, and in two years the Rodriguez era will have ended. By then, the loud cheers and many victories will become vivid memories for the Rodriguez family.

Personality Sketch:

Dana Risan chosen Outstanding Student

"It's an honor," responded Dana Risan when told she had been selected as The Paper's Outstanding Student for the graduation issue.

Some of Dana's outstanding qualities show in her academic accomplishments. Dana currently holds a grade point average of 4.0, and this is the best average in the senior class. She is also a member of the National Honor Society and actively involved in French Club.

Dana is interested in many activities beside classroom work. Reading and sewing are a few of her hobbies she enjoys. Dana also takes pleasure in camping and likes the outdoors. She camps often.

At graduation this year, Dana will be the Valedictorian for the class of 1979. The title of her speech will be "Learning to Live." Dana feels that "working hard to accomplish what you set out to do is very important."

Dana is currently working at Alco Discount Store. But when school is over, she will be working at Hewlett-Packard.

Further education is a matter of consideration to Dana. "I would like to go to school in the future, but I'm not sure when," she commented.

Dana is certain of one event in her future and that is marriage. At the end of the summer she will marry Dan Davies, a LHS graduate.

The Paper wishes Dana Risan luck and success in her future.

Dana Risan

School Board member discusses drug policy

BY KRYSTAL KRULL AND PAULA GLASER

The Paper: Do you think there is a big problem with drugs or alcohol in Loveland's secondary schools?

Mr. Jensen: I really don't know how big of problem we have, but I think there's a problem. We have alcohol and drugs available to our students. We have students who use tobacco. I think that drugs are available if students so desire to obtain them.

How have you come to that conclusion?

Basically through conversations with teachers, administrators, and parents. As a board member, I'm sure you're aware that we get a number of calls on any number of different subjects...one of them is the use of drugs in our district. I don't feel we have any room for it in the public school system. So, I as a board member, feel it's something that we should deal with quite severly.

Is there a new drug policy or the same policy being enforced more tightly and consistently?

I would think that it's not new. We wouldn't want anyone to think that prior to this year, we condoned the use of drugs or alcohol or smoking on the school premises. I think it was basically the principals really did not have a definition of what that policy was and how those that were found violating those policies should be dealt with. So in a recent meeting with the secondary principals and the administration, the Board decided to take more of a hard line. We also wanted to get the principals, as a group, more in line and more aware of the board's thinking.

Was the Board's purpose to develop a consistent policy between the schools?

We want some uniformity. We don't want one school doing one thing and another school doing something else. And, I think we want a tougher policy than in the past.

Does that mean that the dogs will be taken to all the junior and senior high schools?

I don't think we've made a decision on that.

Do you think drug use will lessen with the "tougher" policy?

In one way I do. I think the big problem that we're trying to deal with is making drugs less accessible to the students that are not actively using them at the present time. And I think that's a big item in my view: to take the accessible factor away.

Do you think that there should be a different policy for first time offenders?

Personally, I would hope that it would be the same. We're giving students plenty of warning. If we would find marijuana in a locker or a car, they should be tested

Personally, I would hope that it would be the same. We're giving students plenty of warning. If we would find marijuana in a locker or a car, they should be treated as severly as a second or third time offender.

Is the bigger part of this a threat, more than an actual possibility?

I don't think we ever intended it to be a threat. I think it's just a fact that we're going to deal with it more harshly this year.

Mr. Gene Jensen, School Board member, granted 'The Paper' an interview on his feelings about the district drug policy. He is not a spokesman for the entire Board. Photo by Scott Gastony.

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Editorial:

Plastic silverware is just

Plastic silverware is barbaric. Yet students deserve to use it because of the barbaric treatment they give to the metal silverware. Plastic silverware is proper justice.

Why do students and faculty have to use the plastic stuff? This year alone, about $180 of silverware and trays have been lost. At the moment, Student Council cannot afford to replace the metal silverware. Thus, Mr. Smith and the cafeteria people have no other alternative.

Many people complain about the challenge of eating with plastic silverware. Some blame the cafeteria people, saying that they should replace the silverware because they are making a profit from the lunches. Others say teachers should patrol the return of trays and silverware.

However, we believe students are the cause of the problem and should be the solution to the problem. Silverware is lost because students are lazy and disrespectful. Silverware goes into the garbage; trays are left all around the school. Thus, it is fair for Student Council to pay for replacing the silverware and fair that students are stuck with frustrating plastic silverware. Unfortunately, all must suffer because a few students do not take care of the silverware.

The solution is simple: protect the metal silverware. Do not put it in the garbage. Do not leave trays in the court yard. Do not let friends turn forks into wire sculptures. Do not force Student Council to spend several hundred dollars on such a wasteful item like replacing silverware.

Opinion Column:

Stop complaining.

Cold classrooms or a lack of heat is not the problem. A "t-snirt society" living in a world of rapidly declining and very expensive energy supplies is the problem. Complaining and demanding more heat is not the solution. Wearing more clothes and learning to sacrifice some American creature comforts is the solution.

Before complaining again, try to understand the reasons behind the cooler school. First, it is Federal law, not Mr. Quattrocchi or Mr. Smith, that sets thermostats at 65 degrees. With so much oil imported at high costs from undependable nations, America must learn to burn less energy. For example, natural gas is 62 percent more expensive for the school this year. Second, the TVHS school building is not energy-efficient. Considering one level spread over many acres, the court yard and many glass-lined hallways, and a complex heating system, the building is difficult to heat uniformily. To heat each room, hot water from the boiler room, air through the vents, and the thermostat must be balanced and mixed in proper proportion. To save energy and heat in winter, no outside air is being pumped into the school.

A cooler building offers several valuable advantages. First, TVHS is saving money and energy. Comparing the gas bill for last October and this October, a savings of $570 and 1,365 cubic feet of natural gas is found. Second, according to my physician, there is nothing unhealthy about cool buildings if people dress properly and he believes people can adjust to low thermostats. Third, if America's relations with the oil-rich Arab world don't improve, America will have no alternative but to conserve.

Two solutions can help Americans spoilt by a perfect 72 degree environment. First, dress warmly. That means, wear several layers of clothing. The human body is the best heating system in the building. Forget fashion. Buy wool, not oil. Second, think warm. Expect to be cool, not hot. Don't complain about every shiver. Demand that the body adjust to a cool climate. Practice at home by setting the thermostat at 65 degrees. Thank Mr. Smith for keeping thermostats at 65 degrees and don't complain unless the room temperature is 64 degrees.

Scott Sprain

TV Static

Does TVHS have too many money making projects?

BY JOANN CHASE

How would you like to buy...? Various clubs and organizations at TVHS are often found selling items to students, teachers, and members of the local community. While each club or organization may have its own function, their selling brings them together in one common purpose–the need to raise money. Amidst all the selling and buying, the question has been raised: Does TVHS have too many money-making projects?

Examples of such projects at TVHS vary greatly. Money-making sources include such items as the pop and candy machines, such events as the boys' swim team dance and DECA's dinner playhouse, and such sales campaigns as FHA's carmel apples and FBLA's stuffed animals. As long as these organizations need money, such projects will probably continue.

Continue money-making projects

TVHS does not have too many money-making projects. What TVHS does have are numerous extra-curricular clubs and organizations that need money to exist and prosper because they serve many students. Rather than having students paying large amounts in dues or having district funding, which may raise taxes or reduce the money for the school's other needs, money-making projects have been used as the source of funding for clubs and organizations at TVHS. This is the best alternative for raising money.

The sales methods used at TVHS have proven to be good methods as they have raised an adequate amount of money. The projects have been mostly well planned, well publicized, well organized, and well managed. Not only do they bring in the necessary money, but they also provide students with the opportunity to purchase useful and interesting products. In doing so, they contribute to their peers and their school. Examples of how the money is spent include student council's purchase of the eagle box for displaying the TVHS mascot, HERO and FHA sending their members to State conventions, and the junior class paying for prom. These events and others similar to them could not happen without money gained through some sort of money-making project.

Money-making projects at TVHS have concluded with positive results, proving the sales techniques are effective and acceptable to the community. The clubs and organizations are financially successful in their projects, and the purchasers have been pleased with the items being sold.

There must be a better way

This school is worse than some churches when it comes to asking for money! Throughout the year, and heavily during the holiday months, students and staff are pestered with pleas for their hard earned bucks.

If organizations need extra money for conferences or special meets, they should be funded by the school district. If it is not possible for the district to provide all of the money needed for all of the various organizations, the school could raise money centrally and at one time.

One area school uses the following method. The whole school would have one campaign at the beginning of the year. All of the students would sell the same product and put a check mark by the organization or organizations that they would be participating in or would want to support. If, for example, the cheerleading squad had 15 percent of the total check marks, the squad would receive 15 percent of the total amount of money collected.

Another reason why TVHS money making projects seem overwhelming is that they tend to become forced charity. Many people purchase the products to "support the school," not because they want what is being sold.

There are other objections to the products. The quality of some of the items being sold do leave something to be desired–quality. Sometimes, purchasers aren't being told how the earned money will be spent. And many students are tired of being traveling salespersons.

In general, an annoying lack of organization is prevalent. TVHS must rectify the present system or find an alternative that is more suitable.

Humor Column:

Thanks . . . but no thanks

BY M. SCOTT SANEM AND BOB DOYLE

The season is upon us when, for one entire day, the nation's populas will make a complete and totally sincere effort to be nice. This is the one day when turkey, cranberry sauce and pumpkin pie try to erase all the ingratitude of the past year.

Even though everyone is trying so hard to thank everyone else, there are still those that receive no recognition: the people and things that keep life from becoming too easy. We would like to give these people and things the recognition they deserve.

We would like to thank:

The government for passing the law setting thermostats at 65 degrees so we can waste the first 15 minutes of each class complaining about the cold.

The people responsible for the slow lunch lines so we really are hungry enough to eat the food

Discos for getting all the weirdos off the streets at night.

Son of Sam, the Hillside Strangler and Charles Manson for giving policeman and the National Enquirer something to do.

The world's religious cults for Jonestown, Ayatollah Khomeini and Moonies.

The television industry for cleaning the garbage out of the gutters and dumping it in our living rooms.

Internal Revenue Service for making robbery legal.

Gays for making blind dates totally unpredictable.

The whale killing industry for making the oceans safe for plankton.

The East German woman's olympic team for the boost in steroid sales.

All Iowans for populating Colorado.

Einstein for theory of relativity and for Three Mile Island.

We would also like to thank for no apparent reason: pay toilets, illegal aliens, practical jokers, blind referees, zits, and the Rocky Horror Picture Show.

Critical Review--Movie Review:

'Breaking Away' is full of fun, life

BY M. SCOTT SANEM

Thank God for happy endings. Thank God that in a world full of **Aliens, Prophecies,** and **Amityville Horrors** comes the low budget masterpiece **Breaking Away.**

Breaking Away is a movie so full of fun, so full of life, so full of raw joy that it leaves the audience staggered. It captures the spirit of the teenager and his fear of growing up and growing away.

The Peter Yates film was penned by Colorado bicyclist Steve Tesich. Filmed entirely in Bloomington, Indiana, the story follows a recent high school graduate and his group of friends as they do battle against the local college "studs."

Dennis Christopher brilliantly protrays, Dave, the bicycle racer who fancies himself an Italian racer because he believes the Italians are incapable of cheating. He is the essense of life. No matter how hard things get, Dave is always there to cheer things up with a little Italian.

Dennis Quaird is Mike, the ex-football hero who is not looking forward to a future of just being Mike.

Ciro is warmly played by Daniel Stern. It is impossible for anyone not to fall in love with him from the start. His jokes show a deep understanding of people that is uncommon for someone his age.

Breaking Away has some beautifully cinemagraphed bike racing scenes, and some fancy film editing in the serenade cross-scene. The entire quality of the film is uncommon for a low budget film.

Breaking Away grabs the heart like an iron fist. It can take the emotions of the audience from utter joy to ultimate defeat. I bet it is impossible for anyone not to be touched by these gallant young heroes. Boy, it's nice to cheer in the movies again.

Cutline Article:

HEAP of the Issue

BY KIM RUTHERFORD

And now the heap everyone has been waiting for–the heap that truly communicates what "heap" means–Mr. Herman Smith's family station wagon.

This 1964 Ford family wagon owned only by the Smiths has turned its odometer several times and is still turning. Although it can't be trusted to go out of the city limits, it's certainly a good in-town car.

The inside of this heap is half there and half somewhere else. The seats have been redone but are still in questionable condition. The car is without an emergency break, so to be safe, don't park behind Mr. Smith.

Sponsored by Garrett Ford

Cutline Article:

Lifters meet heavy competition

BY ROBERT DOYLE

Might may not make right, but it sure can help. The Larimer County power-lifting contest gave area muscle men a chance to show their stuff.

Brian Nolde placed first in the 198 pound weight class, Scott Whitmer (doing the bench press above) placed second in the unlimited weight class, and Mark Clay finished in third place in the 152 pound class.

"It was a lot of fun," commented Scott Whitmer, "I'd like to do it again." Scott encourages everyone interested to participate next year and keep the competition going.

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Read the next 10 articles. Be ready to explain what kind of writing each article represents. Also, evaluate the quality of writing.

Article No. 1

Double standards enforced

"Don't sit on that desk."

"There's no reason to be late to class."

"Don't drink that pop in here."

The person who just made these statements might be a TVHS teacher who is sitting on a desk, drinking coffee, and has just walked in late. In our school, there are some teachers who enforce double standards. This means they impose a rule on the students, but break the rule themselves. Some of the double standards in TVHS are eating or drinking in class, sitting on desks, and being tardy for class.

This needs to be changed. We believe teachers and administrators should not enforce double standards. This means that teachers should follow the rules that they enforce in their classrooms. If the administration does not want students to eat in classes, sit on desks, and be late to class, the teachers should follow these rules also.

At the present time, teachers are allowed to follow their own judgment concerning their behavior on these issues. However, the administration asks teachers to be on time to classes and to not sit on desks. Some teachers feel it is their privilege to eat or drink in their class or be late or sit on desks, but they still hassle students who come in late or bring candy to class. They believe a special set of guidelines for their classroom behavior makes teaching more comfortable and convenient.

Teachers who do enforce double standards in their classes demonstrate poor judgement and misuse their authority. When they do this, they are being unjust to the students. When students have an unjust teacher, it is very easy for them to lose respect for the teacher. When students lose respect for a teacher, it becomes difficult to learn from that teacher. By sitting on desks, teachers are not only setting a poor example, but are also costing the school money. This year, 17 desks have been broken.

Since teachers are models that students look up to, teachers should act wisely and justly. While there are certain situations when these rules could be broken, the same code of behavior should apply to students and teachers living together in a classroom. Double standards should definitely not be a part because teaching values is an important part of education. The old saying "Do as I say, not as I do," is not one that should be followed at TVHS or anywhere else.

Article No. 2

BY DEBBIE PARSONS

Next week is not just another boring week of school. Homecoming week, Oct. 13 to 18, not only welcomes back TVHS graduates, but also offers current students a chance to break the routine with many fun activities.

The first "fancy" dance of the year will be held on October 18 from 8:00 p.m. to 11:00 p.m. The prices will be $5.00 per couple and $3.00 for singles. People who don't have dates are urged to come stag. The band is called Fish and Chips. The cafeteria will be decorated in accordance with the theme "Make a Wish."

Next week's activities

There are many other activities that go along with the traditional Homecoming week. Student Council is the organization that plans most of the activities. Homecoming tradition is to have selected activities for each day of the week. Starting the week off on Monday the activities planned are Sucker and Hush Button day. Tuesday will be Rock 'n Roll day. Wednesday is Hat and Cowboy day. Thursday is scheduled to be Toga and Free Our Hostages day. A special tribute to the hostages in Iran will take place in the front of the school. There will also be a contest between classes to see which class can raise the most money for the hostages. Friday will be the usual Gold and Black day. We will also be having a pep assembly. Friday during the half time of the game the court will parade around on a horse pulled float and the king and queen will be crowned.

King and Queen

The election of the King and Queen has been different this year from years in the past. The senior class selects the top ten nominees. Then the whole student body narrows it down to five, then the final King and Queen are chosen by the student body.

Other clubs also help with Homecoming besides Student Council. The cheerleaders will be taking part by selling Homecoming mums. The mums went on sale October 6. All orders of mums between October 6 and October 10 will get a discount for ordering early. Regular price will be $3.50 and price for early orders will be $3.00. Cheerleaders are also selling Eagle charms. The charms are $5.00 and can be used as necklace, bracelet, and hat charms.

Another club involved will be HERO. They are the group which will be providing the refreshments during the dance. HERO is providing their services to the student body for free.

Cancer battles with TV Homecoming Queen

BY LORRAINE SINCLAIR

To high school students, cancer may mean many things. But to this year's Homecoming Queen, Kelly Koski, it is mostly just an unwanted inconvenience.

About a month ago, Kelly was told that her constant fatigue meant more than just the result of overwork. She was diagnosed with a type of cancer called Hodgekin's Disease, which embodies itself in the lymph glands.

"At first I felt really bad. I could take chances. I wouldn't care," Kelly recalls. In addition, she admits her first reaction was that which many people would expect. Kelly said, "It kind of scared me."

Cancer

Cancer can be simply defined as a group of cells characterized by uncontrollable and abnormal growth, yet the results of it can be extremely complicated.

In Kelly's case, the lymphatic glands control the filtering of infections from body fluids. A defective gland can cause susceptibility to illness, can prevent the normal return of body fluids, and allows for accelerated spread of cancer cells to other parts of the body. Because of these effects, Kelly had to give up all forms of strenuous exercise.

Cancer Treatments

The accepted treatments for cancer are many, according to the specific type of cancer. Among these are chemotherapy, radiation therapy, diet therapy, surgical treatment, physical therapy, psychotherapy, and respiratory therapy. The purpose of all these methods is to maintain control of the cancer and possibly cure it.

Because of the spread of cells in Hodgekin's Disease, surgical therapy is not possible. Currently, Kelly is on a program of chemotherapy consisting of ten pills a day for a week, followed by an injection, and repeated for six months. The injections almost always cause nausea and vomiting, but Kelly is not deterred. "I'm trying to get cured. If it doesn't work, I'll go on cobalt (radiation therapy)."

Successful Treatments

Mrs. Mary Lou Gastony, a nurse working with cancer patients at Poudre Valley Hospital, can testify to the cures possible with these treatments. "It isn't such a dreaded thing to me anymore. I have seen many treated successfully," she states. She attributes much of the success to the additional psychological therapy people use on themselves. "They create a way to cure themselves," Mrs. Gastony explains.

The more immediate results of the diagnosis of cancer, however, are the reactions from family and friends. "The thing I hate," Kelly emphasized, "is that people think I'm dying. Even my mom and dad. They treat me like I have only a few months left. But that's not true."

Mrs. Gastony has also had experience in dealing with the social problems cancer patients face. "People who have cancer want to know they have a friend that is just as honest with them," she explains. Open conversation helps the patient adjust to the situation.

Changes

Kelly believes that her condition has greatly improved the relationships within her family. "They care a lot more. They were worried, frustrated, mad. I am closer to them now."

Kelly hasn't changed any of her future plans despite this new inconvenience. She still expects to fulfill most of them. Only the possibility of having children has been barred from her.

"It's just one of those things," she stated.

Senior Kelly Koski has to live with the reality of being a victim of Hodgekin's disease. For the past two months she has been treated with a program of medication called chemotherapy. (Photo by Bob Lucero)

Article No. 4

Students depend on part-time health care

BY MARY SHANNON

Going to see the "nurse" at TVHS may mean a visit to Mr. Cheyne, TVHS trainer, or to Mrs. Sally Mueller, an office secretary, or to Mrs. Cierpial, the new school nurse at TVHS. Health care at TVHS includes all these poeple because it is the district's policy to rotate nurses to several schools.

Mrs. Cierpial formerly worked in Boulder where she was the nurse for four schools. She now spends her time alternating between TVHS and Sarah Milner Elementary. She believes, "Having two buildings is better than having four. It would be ideal to have one, but no district can afford it. Sometimes it is hard to justify the need for more nurses because you're not always overwhelmed. But most of the time we are."

Mrs. Cierpial is at TVHS all day Mondays and Thursdays, Wednesday mornings, and Tuesday and Friday afternoons. Last year, the school nurse was only at TVHS for one-half of each day. If a student is sick when there is no nurse present, the office secretaries usually determine the illness and offer whatever help they can. If there is an emergency during Mrs. Cierpial's absence, teachers with first aid training (Mr. Stan Southwick or Mr. Jack Cheyne) are called upon to assist, and in extreme cases, Mrs. Cierpial is telephoned at Sarah Milner and returns immediately to TVHS.

Mrs. Cierpial estimates that there is an average of 15 to 20 sick students in her office per day, and for this reason she believes that high schools are in need of a full-time nurse more than elementary schools.

District policy

There are eight nurses for the 23 schools in Loveland. When asked why there are not more nurses in the district, Mr. Herbert Reimer, Director of Pupil Personnel Service in the R2-J district, explained that the funds for district needs all come from the same pot, and said, "It's really a matter of priority."

"I'm sure that each school would like to have a nurse all to themselves, but it's just not practical," stated Mr. Reimer. He believes that the number of nurses in the schools is in perspective and "very balanced" with the number of students and staff. Although Mr. Reimer is not certain of the exact figures, he thinks that the nursepupil ratio is probably better in this district than most others.

Health care procedures

Students who report to the nurse's office are asked to sign in so that those in charge of attendance know where they are. If it is decided that it is not necessary for a student to go home, he or she may rest in the nurse's office for one period before returning to classes. To be allowed to leave school, a student must have a temperature of 100 degrees or over, have vomited, or be in severe discomfort.

A permission slip signed by the student's parents is necessary in order for him or her to receive aspirin. Mrs. Cierpial requires a written permission slip from the student's parents and family doctor before she can administer any other form of medicine to a student.

Article No. 5

Turn Table

'Hi Infidelity' offers energetic party music

BY MARY SHANNON

REO Speedwagon's new album, Hi Infidelity, is number three on the list of best-selling albums–with good reason. Hi Infidelity is an energetic rock album that is ideal music for parties.

Although the songs on Hi Infidelity are somewhat similar and a few of their lyrics are too repetitive, the melodies are still enjoyable. Each song has a good, solid beat; the vocals are easily understood and possess a nice quality. The occasional use of synthesizers is effective, and the keyboards are excellent, particularly in "Shakin' it Loose."

"Keep on Loving You," "Don't Let Him Go," and "Tough Guys" are by far the most popular hits of Hi Infidelity. They are often heard on the radio, yet they don't seem to grow old.

The album does offer some variety. "In Your Letter" is a refreshing melody sung in true 50's style. One can almost imagine a group like Bill Haley and the Comets bopping to this tune. Certainly using an excerpt from an old Little Rascals episode to begin "Tough Guys" is an unique approach.

REO Speedwagon will be in concert in April. Those interested can call KBPI, KAZY, or a Select-A-Seat outlet for more information. If REO's concert is anything like their new album, it should be a great one to see.

Article No. 6 L-36

Sport releases: a plus or minus?

BY LISA BRUNO

TVHS students who participate in sports are required to be in school for seven periods each day. Athletes, although not required to take seven credit classes, must be in school from 7:50 a.m. to 2:40 p.m. At Loveland High School (LHS), students who are involved in sports attend school for six periods and are given a sport release for seventh hour so practice may begin during seventh hour.

Mr. Howard Wenger, Athletic Director at LHS, explains, "One reason why we start practice seventh hour is because parents prefer having their children home by 5:15 p.m. to eat supper and do their homework. Coaches also enjoy being able to get home to their families earlier and spend more time with them."

Since TVHS opened in 1976, the school has not allowed students to have sports releases. Mr. Joe Scaggs, TVHS Athletic Director, stated, "Since TVHS has been opened, there has been plenty of room for all sports to practice and no one involved has ever complained about the time of sports practices."

Seventh hour sport releases limit an athlete's education by restricting schedules to only six periods of academic classes. Likewise, the entire student body suffers because many good teachers also coach and cannot offer classes seventh period. Thus, many needed classes are crammed together in six periods.

On the other hand, many TVHS athletes now have a seventh period class but have to miss it frequently because away games require long bus rides beginning before school is over. This could happen as many as four times per quarter.

The present system at TVHS which gives athletes practice after school is the best possible arrangement. When an athlete joins a sport, he or she knows that practice takes time. Academic preparation of students for life should have the first priority at TVHS. Granted that the small number of athletes who have a seventh hour class may miss too frequently; however, missing a class is much better than not having the opportunity to take the class.

Article No. 7

All-Conference last season

Dan Brewer tops list for 78-79 cagers

By Mike Felton

Dan Brewer (Dan Broo-er) n. 1. All conference basketball player 2. Fourth in conference in scoring (18.8 points per game) 3. Third in conference in free-throw percentage. (.724) 4. Sixth in conference in rebounding (10.1 per game) 5. Answers to "Brew."

Dan Brewer recorded a number of impressive individual statistics last year as a junior. However, Brewer stresses the importance of playing as a team in order to be successful.

"Playing as a team is so important," responded Brewer, "that I feel our team will be a lot better than last year."

How much better?

"We play together with so much confidence, that I feel we'll be regarded highly as a top contender in the conference."

Due to two-a-day practices, Brewer feels the Eagles are in as good as shape or better than any team in the conference.

"The workouts before school will enable us to run against the slower teams. On the other hand, we have an offense which is designed to set up the good shot using passing that we will use aginst the quicker teams."

Brewer's goal for the 78-79 season is one which is common within the minds of nearly every team at the beginning of their season: Go to State! Brewer wants TVHS students to have the chance to buy tickets for an Eagle game to be played at McNichols Sports Arena at the end of the conference tournament.

Dedication

Dan Brewer will be dedicating his final season as an Eagle to his "greatest coach ever," who is now suffering from cancer.

"This year I'm going to play as hard as I can for my father because he's more important right now than anything else."

TV Static

Has the separation of Church and State been pushed too far?

Recently there has been a controversy in allowing the nativity scene to be displayed during Christmas at the Civic Center in Denver. This conflict centers around the issue of separation of church and state, which has its roots in very early history when the United States Constitution was written.

Many people believe that the First Amendment of the Constitution protects them from having religions being forced on them, while others believe that it unfairly restricts their religious freedom. Has separation of church and state been pushed too far?

Separation endangers religious freedom

According to the First Amendment of the United States Constitution, the government or the state has absolutely no right to suppress religion, yet it seems that it has gradually been doing so in a subtle way under the disguise of separation of church and state. A couple of examples of how religion is being suppressed through the courts includes the harassment of the nativity scene displayed at the Civic Center in Denver and the banning of the Ten Commandments posted in public classrooms in Kentucky.

Separation of church and state was established so that the government would not control the religions or churches and that the churches would not control the government. The intent of the founding fathers was to make sure one religion or denomination would not become the official or state religion. Today, however, that separation has been pushed too far. Recent court rulings have dealt with the limiting of religious freedom rather than separating the powers of church and state.

The best current examples that typify the struggle between church and state are the nativity scene and the playing of Christian Christmas music at the Civic Center in Denver. The city of Denver should not be denied the right to have a nativity scene or play Christian Christmas carols. Having the nativity scene or playing carols is not promoting Christianity or any denomination. Setting up the display and playing carols each Christmas has been a tradition for many years, not a religious performance.

Likewise posting the Ten Commandments in public classrooms has also been a major issue involving separation of church and state. The Supreme Court of Kentucky recently prohibited the Ten Commandments being posted on bulletin boards in public classrooms. Kentucky's legislature stated that the Ten Commandments is a religious text and should not be displayed in a public classroom. The students in the classrooms should be able to learn about religion in a public school as long as other alternative beliefs are provided. Otherwise the freedom of religion–to explore all other religions–is being restricted.

Separation protects religious freedom

The separation of church and state has not been pushed too far. This separation is essential in our society today because: 1) the government should have nothing to do with religion; 2) all religion, especially Christianity, is voluntary; 3) with so many religions and denominations in our society today, it would be impossible for the state to aid one religion without hurting or discriminating against other religions.

Religion is not the government's business. When our founding fathers wrote the Constitution, they wished to prevent one religion from dominating the government. This is the purpose of the separation of church and state. There can be no official state church without causing such religious domination to take place. It is unfair for government funds to be spent for religious purposes. Money for individual religions should be taken from those religions and not from the taxes of the whole society.

All religion is voluntary. To have the state control or promote religion takes away its personal, spiritual aspect. It then becomes a duty rather than a commitment. Religion without a personal commitment on the part of the person involved is not religion. To have the freedom of religion, a person cannot be forced or influenced to join a religion by the government.

In our society of many different religions and denominations, it is impossible for the government to treat all religions fairly. For instance, it seems today that most government money being used for religious purposes is spent on Christian aspects. The nativity scene at the Civic Center in Denver is a prime example. It should not be there because the Center is a public building; therefore, public money is being spent to set the nativity scene up and to maintain it. This may seem nice for Christians, but what about Buddhists, Hindus, and all of the other religions in our country today? Don't they deserve equal recognition? Such action is unfair and threatens our freedom of religion. The separation of church and state protects this freedom by not allowing public funds to be used for religious purposes.

Article No. 9

What risks are involved in teenage pregnancy?

BY TAMMI RIEDEL

Sexual activity among teenagers is increasing rapidly. Morals are declining. More teenage girls are getting pregnant and more are having abortions

Statements like these are frequently made when the issue of sex and sex education are discussed· however, such statements are rarely documented or supported with evidence. To test the accuracy of these opinions and to learn about the potential health problems in teenage pregnancy, The Paper interviewed Dr. Gary Lytle, a Loveland pediatrician who has helped the Thompson School District with sex education policies.

According to recent studies, teenagers are not really "promiscuous" (casual sex relations), but confine their relations to a single partner that may last a long time. The number of pregnancies has risen in spite of the availability of contraceptive measures. Fertility rates among 15 to 19 year olds have remained in proportioned to the population; however, pregnancies among girls 15 years old and under have risen sharply.

Health Problems

Doctors and parents are equally concerned with the physical and emotional problems of early childbearing. The May 1979 issue of Pediatrics states, "A critical survey of the health consequences of teenage pregnancy reveals only two major complications: preeclampsia and a high number of low-birth-weight infants."

The higher occurrence of low-birth-weight babies ranging from six percent to 20 percent and the resulting complications of these smaller babies seem to be the major childbearing hazards of teenage pregnancy. "Smaller babies can indicate problems," Dr. Gary Lytle noted.

The pregnant adolescent, who still has not yet completed her own development, has trouble providing nutritional needs for her growing body and the fetus. This can be detrimental to both the mother and child. Delaying pregnancy until the late teenage years or early 20's decreases such risks.

"The average teenage mother doesn't go for obstetrical care 'til late into her pregnancy," Dr. Lytle said. This can have a harmful effect upon the fetus as it may not be receiving the correct care it needs.

Emotional Needs

An article in Pediatrics said that young mothers bear an awesome burden. At a time when the young girl needs advice and support her family and friends often take a stand against her. The girl's schooling is interrupted, and she faces frequent depression. More child abuse, neglect, and delinquent behavior has been found among teenage mothers than older mothers.

Abortion?

An important decision a young mother often must make is whether or not to keep her baby. It is easy for many teenagers to make the choice to end a pregnancy with legalized abortion. An article in the June 1979 issue of Pediatrics stated, "Among teenagers there are an estimated one million pregnancies annually. One third of these end in abortion." The article also pointed out that both premature parenthood and abortion during the formative adolescent years may have serious and long term consequences.

Article No. 10

by Mike Felton

Name: Ron "Porky" Ellison
Height: 5'10"
Weight: 187 lbs.
Sport: Wrestling
Record: 46-7 since ninth grade; 16-0 this year.
Pins: 15 (10 of these were recorded back-to-back or is it back-to-mat.)

Ron Ellison is experiencing a terrific season so far, and a lot of his success is due to his early start in wrestling. Ron's interest in wrestling began in the second grade when he joined the Loveland Olympic Wrestling Club (LOWC). Before, this, his "talent" lied elsewhere.

"Up until the second grade, I thought I was going to be a basketball star," joked Ron, "The LOWC really switched my interests over to wrestling."

Ron contributes the bulk of his success to the number of fine coaches he's wrestled for. Coaches Morgenstern, Dittmar, and Juergensen have all attributed to Ron's ability as a wrestler.

"I've really been fortunate as far as coaching goes. I think Loveland has some of the finest coaches in the state."

Ron also participates in football and baseball at TVHS, and he concludes that wrestling is the toughest of the three.

"Wrestling is very individualized, and it's the individual pressure that makes wrestling seem tougher than any sport I've competed in."

Ron's goal for this year is to remain undefeated, even through the state finals. A big part of continued success is winning the match before it starts. This is known as "psyching up."

"The quickest way I psych up is when Coach Juergensen walks up to me during a match, looks at the scoreboard, and says, Ron, we need a pin. I do what I can to get it."

"Another part of psyching up is listening to the crowd. An enthusiastic crowd psychs my opponent out as much as it pumps me up. This year's student body has been excellent."

Monfort of Colorado

Strike shows today's 'State of the Union'

Kicker: 16-24-1-NGC light face
Crossline: 56-48-1-NGCB (boxed story)

Cowboys stick together

36-48-1-NGCB

New coach runs cross country

29-30-1-NGCB

'The Awakening': boring terror

29-36-1-NGCB

As the School Turns

Thanksgiving plagued by tragedy

Kicker: 14-24-1-NGC light face
Crossline: 29-30-1-NGCB

'The Paper': creating communication

29-30-1-NGCB

School Board member discusses drug policy

11-30-6- NGCB
centered

Seniors win scholarships; awards presented tonight

29-36-2-NGCB (hood)

Reader objects to Editorial

23-30-1-NGC light face

'This is Doug Sandersen reporting live from Ray Patterson Field ...'

35-36-2-NGCB (deck)

Art students win awards

11-18-2-NGCB

Photos by Alan Shelley and Todd Reeves

11-24-4-NGCB
centered

L-39

1980 Eagle football: a season to remember

59-48-1-NGCB (banner)

How to Write Headlines

Purpose and Challenge

Writing headlines is the most important writing you will do for the Voice. Everyone sees headlines. Most readers pick up a newspaper, scan the page, look at the pictures, and then read the cutlines and headlines. If the headlines are interesting, easy to understand, and attention grabbing, then some readers will read the lead paragraph and perhaps the entire article. Headlines help the reader by summarizing the news, telling the importance of the article, capturing the reader's attention, and breaking up the gray, boring sections of the page. The headlines you write should help the reader in this manner.

Writing headlines may also be the most difficult writing you do for the Voice. Because headlines are set in large type so readers cannot miss them, the method of writing and selecting the best words is a challenge. Newspapers can not be good without good headlines. "Headline" is usually shortened to "head." That makes sense because writing "heads" requires lots of work in the head, and frequently gives headaches. But the reward of writing an attention-getting, clever, accurate headline is worth all the struggle.

The problem with writing headlines is that the letters in headline type are not the same width as letters of type on a typewriter. The width of type varies by letters. Next, the space over an article should be filled by the headline. So, only certain combinations of words can be used to fill the space. Finally, there are many rules for the kind of language that should be used in headlines to make them effective. Learning all these details of printing and journalism will take several issues. Writing headlines is like working on puzzles that require patience and skill. Eventually you must learn all the restrictions and suggestions found on the Headline Style Sheet.

Concepts to Know

The adviser will explain the following ideas and terms to all new headline writers.

lead paragraph
verbs, nouns, adjectives
headline essentials
headline lice
headline style
assignment sheet information
pick, points, pica width
unit count system
headline unit count chart
headline schedule
type style
type size
crossline, deck
banner, kicker
boxed article, hood
headline report sheet
headline code

Process

1. Know the contents of the article or read the article. Study the lead.

2. Find the main point of the article and find all the colorful words used in the lead and the entire article.

3. Make three lists of words from the content of the article: a list of verbs and action words; a list of nouns,subjects, and people; and a list of adjectives and adverbs.

4. Write a sentence using your best verbs and nouns. Verbs are the most important.

5. Cut the sentences down to essentials, as if you were writing a telegram. Follow the guidelines of "Headline Style."

6. Count the units of the potenial headline. Use this system.

Eagles defeat Indians
1 1/2-1 1/2 1-1/2-1 1/2-1 1/2= 20 units

7. Find the length of your headline in picas from the assignment sheet or dummy design page. Notice the position of the head on the page.

8. With the unit count total, see what type size could be used. The unit count chart gives the maximum units possible to fit. Your total shculd be within four units.

9. Keep writing until you have the best words in the headline that fill the space. Vivid short headlines are sometimes acceptable. Make sure the expression of your headline follows the "Headline Style" sheet found in the reference section.

10. Ask others for help if you get stuck. Headlines can be written in small groups.

11. Write your words and unit counts on a headline reporting sheet. Complete the code at the bottom of the page.

12. Give the headline sheet to the design editor, editor, or adviser. (Or, place it in the original copy box.) Do not be surprised if you are asked to rewrite. Only quality headlines should be sent to the Reporter-Herald and appear in the paper.

Evaluating Headlines

1. Does it use colorful, interesting words?

2. Is it easy to read and understand?

3. Does it use an effective verb?

4. Does it have a double meaning? Is one meaning unacceptable?
   Example: "Space shuttle passes test; one worker killed"

5. Does the headline fit the space? Are the unit count marks correct?

6. Does the headline follow the headline style requirements?

7. Does the headline accurately reflect the article?

Headline Exercises

Read the article below. Write a 35 pica crossline and a 23 pica deck.

BY BOB DOYLE

The Colorado Rockies may have Crazy George and the Dallas Cowboys may have their world famous cheerleaders, but the TVHS wrestlers has have the Rodriguez family.

They come to watch two of the family members, Abel and Mingo. The jokes about the Rodriguez family taking whole sections of the bleachers may be exaggerated, but they do form a nice group.

Along with Mr. and Mrs. Rodriguez, their sister, Denise, and brothers Joe and Marty are usually seen in the stands.

"It helps a little," said Abel, "especially when my brothers are there." Mingo agrees, "It helps a lot when they tell me what to do."

And boy do they get told what to do. Their father and both brothers wrestled in high school and can be seen shouting instructions from the stands. Even with coaches and teammates yelling at him, Abel can still hear them while he is wrestling, "I hear my mom and oldest brother the most," Abel said.

Even at home Abel and Mingo get advice. "We talk about wrestling a lot at home," Mr. Rodriguez stated. "It and football are our favorite sports."

Sometimes talking isn't enough though and wrestling matches break out at home. Even Mr. Rodriguez gets involved. "We wrestle all the time at home, the boys even wrestle with their sister."

But with all the expert help the boys receive, it's still a mother's job to worry. "I'd get worried about them at first," said Mrs. Rodriguez, "but once I see they're making weight and doing all right, I don't worry as much. I'm very proud of them."

She should be. Marty and Joe both enjoyed successful high school wrestling careers. Abel already holds the record for the most career victories at TVHS and he still has most of the season ahead of him. Mingo is only a sophomore and is already sporting a winning record on the varsity team.

Mingo is the last of the line, and in two years the Rodriguez era will have ended. By then, the loud cheers and many victories will become vivid memories for the Rodriguez family.

Headlines Exercises

Instructions: Read the following headlines. Below each headline explain the strengths and weaknesses of each headline. Also write what you would do to improve the headline.

1. **Seniors experience mixed emotions about graduation**

2. **The 'Jazz Singer' falls short of potential**

3. Double standards: still no

4. **All dressed up- nowhere to go? Try Prom 1980**

5. **'Broca's Brain' promotes Saganism**

6. Invasion of the body flippers?

Karate chops giants down to size

7. Mary Shannon selected Outstanding Student

8. **1980 Eagle football: a season to remember**

9. **24 teens combine work and play in Haiti**

10. **Suicide: a deadly problem in modern society**

Suicide, why attempt it? What does suicide prove? Some use it for an attention-getter. Some say it is an escape

grades. Some students work to achieve good grades and wind up with lower grades than parents expect.

Types of attempted suicide

An overdose on drugs, firearms, and the slashing of the wrists are common means of attempting suicide. The use of firearms

state, don't ask him or her why he or she feels that way, just give him or her some emotional support. When dealing with a suicidal person who has a weapon, try to

How to Write Cutlines

All too often, cutlines are the last thing written, but the first thing read. After the hassles of taking the pictures, making the proof sheets, and selecting the pictures, the cutlines (the writing beneath or to the side of pictures, do not call it a caption) are hastily jotted down during paste-up and seldom proofread. Getting done seems to be the only goal. However, readers will usually look at the pictures and headlines and begin reading the cutlines first if the pictures are the least bit interesting. So, every staff member should know the standards of good cutlines and the process of writing quality cutlines.

Standards

1. Every picture needs a cutline. While good pictures communicate, they can not communicate the whole story. Words are needed.

2. Cutlines should add communication and meaning to the picture, not repeat what the picture clearly communicates.

3. Cutlines should offer a creative interpretation or colorful restatement of the picture. The cutline should tell the reader what the picture means.

4. The cutline must tell the purpose of the picture--is it a symbol, an illustration, a news event, etc.?

5. A good cutline is much like a good lead paragraph--concise, direct, interesting, telling the whole story. The first line should tell the meaning of the picture in a colorful manner, and the second sentence can identify the people. Begin with a meaningful word.

6. The cutline should answer as many of the questions--who?, what?, when?, where?, why?, and how?--as possible.

7. Cutlines should always be a complete sentence. Colorful fragments can be used as part of the cutline.

8. Do not write gag cutlines intended to tease or ridicule.

9. Be as brief as possible while saying what needs to be said.

10. Identify all people in the picture, including opponents and referees in sports pictures. Spectators in crowds do not need to be named. Do not write "pictured above." When identifying groups, begin the identification with "from left, front row:."

11. At the end of the cutline, give the photo credit to the photographer, like a writer's byline. Place the photographer's name in parentheses after the last sentence: (Photo by Jim Brewer).

12. Do not indent cutlines. They will be set in bold face type and pasted-up flush left. The widest pica width will be 23 pica. If the picture is wider, subtract one pica from the width for a gutter and divide the reminder for the pica width. For example, a 35 pica picture will be set in 17 pica columns.

13. Be honest. If the picture was posed, do not make it sound like an actual event. If the photographer used a special technique to alter the reality of the picture, explain the technique in the cutline.

14. Be accurate and careful. Spelling mistakes and misidentifications in cutlines are usually noticed and are most embarrassing. Write carefully and proofread carefully.

Process

1. When assignments are made, find out if a picture accompanies your article and the size and shape of that picture.

2. After the photographers have been assigned, talk to the photographer and decide on the type of photograph to be taken. You may have to arrange a picture for a photographer or decide what should be taken. Begin thinking about what could be said in the cutline.

3. When the proof sheets are finished, help the photographer, page editor, and adviser select the best picture. Make sure the picture illustrates or communicates information similar to your article.

4. Pick up a cutline sheet. Make sure you know the pica width of the cutline, total words possible, page, and the photographer. This information is on your writing assignment sheet and on the design pages.

5. Collect all the needed information from the photographer. He or she should have the names of all individuals and should be able to explain the situation in which the photograph was taken. Write the cutline with the photographer if possible.

6. Review the standards for good cutlines and begin writing. Try several possiblities. Struggle for accurate, colorful language. Capture the essence of the picture.

7. Write the final cutline on the cutline sheet. Do not indent. Do not underline the cutline, even though it will be set in bold face type. The design editor will give those instructions to the typists.

8. Be willing to rewrite if the design editor or adviser asks you to.

How to Proofread

Every writer is responsible for every word printed beneath his/her byline. Every staff member should be concerned about every word printed in the Voice. A newspaper filled with typographical errors, misspelled words, and punctuation errors will have lots to overcome to be respected. "Proofreading," checking the article when it is set in type, is the quality control step--the time when typographical errors can be found and corrected. Every article is edited and typed twice after the writer hands in the article. The writer must make sure that the final article is free of anything which will distract from communicating the intended message.

All copy travels this path in the newsroom. After the copy is placed in the original copy box, the copy is edited and the editor and writer discuss the changes. Then it is typed and edited again by the copy editor or page editor. Major changes can still be made at this step in the process. The typed copy is then given to the typesetter who perforates a tape which is run on a photo-typesetting machine at the Reporter-Herald. The copy comes back to the staff partially trimmed and waxed.

The copy is now ready for "proofreading." The copy must be handled with care because this is the paper and print that will be photographed to print the newspaper. The copy editor will pass out the article to you. It will be on a paste-up sheet, but not pasted-up yet. Keep the copy on the paste-up sheet and try not to rub off the wax by pressing too hard or taking it on and off the paste-up sheet. You will also need a non-reproducing "photo blue" pen which can be used to mark the copy. Marks with this felt pen will not show when the copy is photographed. If you write or mark the copy with any other pen or pencil, the marks will show. You will also need a regular pen and notebook paper (usually provided by the copy editor). Keep the copy in the newspaper room at all times and on the production tables. Do not put books or purses or packs on the table while the copy is out and do not sit on the tables.

You may now begin proofreading. Follow this process:

1. With the photo-blue pen in hand, read your article. Whenever you come to a mistake, put a blue line over the word or letter or punctuation mark. Proofreading is not the time for major stylistic or organizational changes unless there is a factual error which must be corrected.

2. Read the entire article in this manner. Some paragraphs will be repeated twice because the typesetter repeats paragraphs if she feels she made a typing error. Put an "x" over the paragraph that has the fewest errors. If both are perfect, put an "x" over the first paragraph.

3. Now read over the article again, stopping at the mistakes you marked. If the mistake can be corrected by taking something extra out

of the article, like an unneeded comma or "s," leave the line as it is. The extra type can be scratched off during paste-up.

4. If the mistake requires adding letters or changing letters, place a blue mark through the entire line. All corrections must be retyped one line at a time, not by individual words.

5. If the correction can be made by substituting letters or adding just one letter or re-spacing the line, the individual line can be corrected.

6. However, if a word or several letters are needed, the rest of the paragraph must be retyped. In this situation, put a blue line through each line of the paragraph from the line with the mistake to the last line of the paragraph.

7. Do all the marking with a photo-blue pen in this manner and check for repeated paragraphs.

8. Now, you must order corrections to cover the mistakes you found. Lines can be re-set and placed over the errors you marked. To do this, write the corrections, or lines as they should read, on notebook paper in regular pen. Do not use the photo-blue pen. It is too hard for the typist to read.

9. Print each line or several lines of a paragraph on the notebook paper. Print it exactly as it is to appear. Print neatly. If your writing is longer than one line on the notebook paper, do not worry.

10. Leave an empty line between each correction.

11. To the left of each line to be retyped, a code letter must be written to tell the typesetter how to set the type. Two code letters are used: "J" and "L." "J" means justified or "just one line." Put a "J" in front of any line that is to be one line, stretching from the right edge to the left edge of the column. "L" means "less than one line" or "longer than one line." Put an "L" in front of lines that will be several lines long, like in the situation for ordering the rest of a paragraph.

12. If the line is the first line of a paragraph,place an arrow at the beginning of the line to tell the typesetter to indent.

13. Be careful in writing up correction. If you make a mistake, you have wasted the typesetter's time and the error may never be corrected or corrected incorrectly.

14. Give the copy on the paste-up sheet with the correction page on top to the copy editor.

15. The copy editor will write the pica width of the article on the page and arrange all the corrections by pica width to be typed.

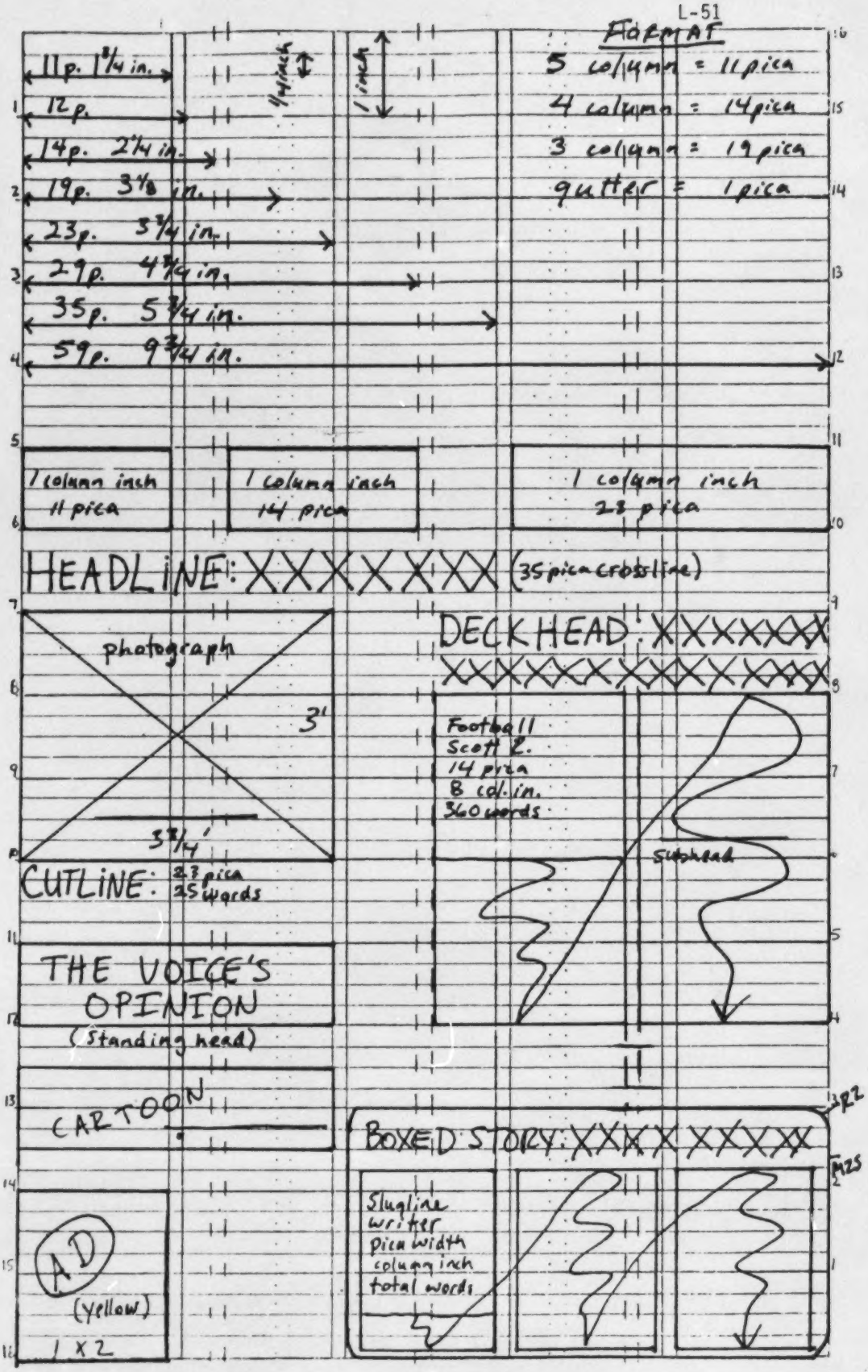
16. Proofread the article again after the corrections have been put on the copy. Re-order corrections if errors remain.

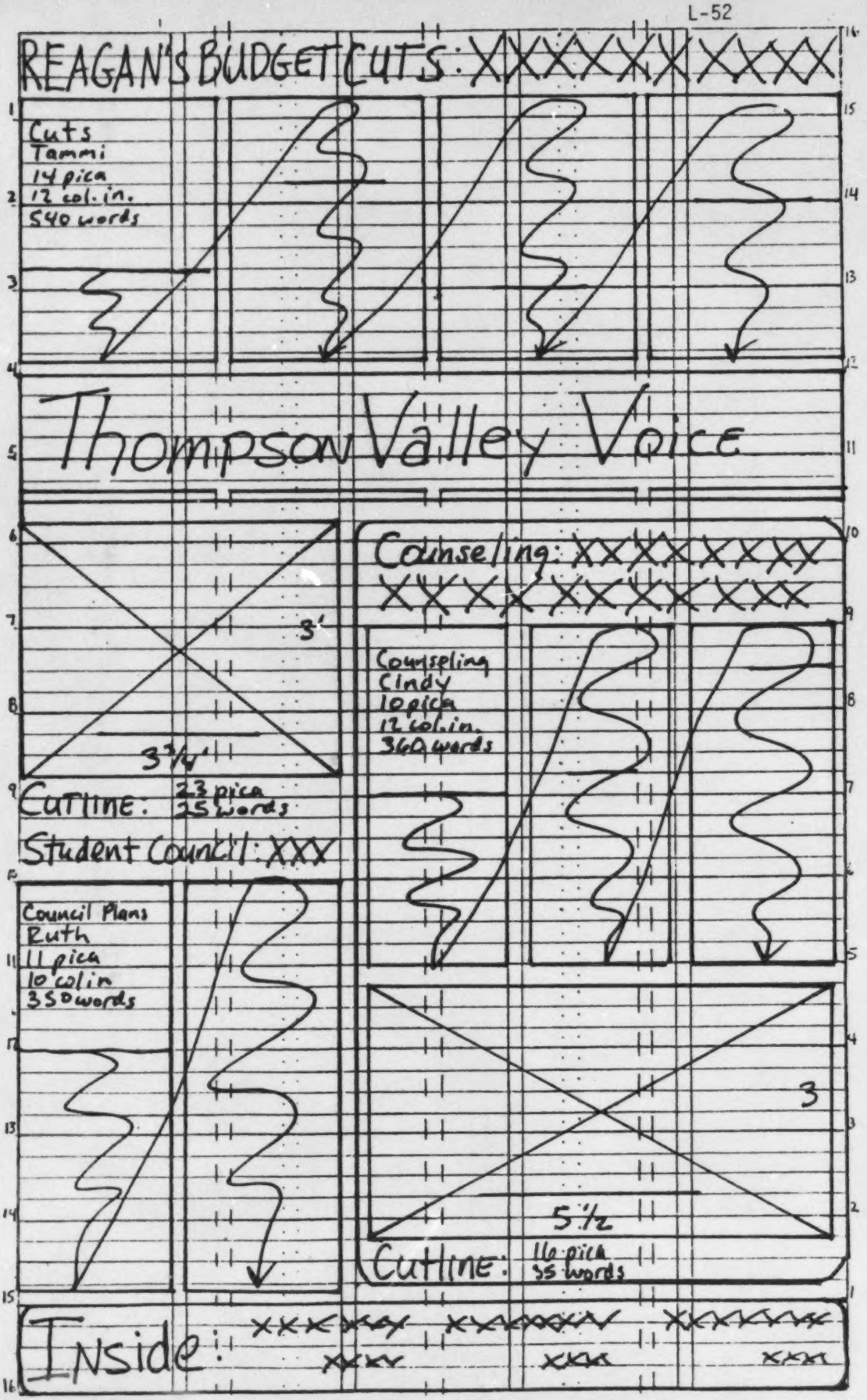
Proofreading is a very demanding skill. You must be able to concentrate totally on the article and be able to spell very well. Check all words in the Word Book if you are unsure. This step requires that you become a perfectionist. Be careful and go slowly, but demand quality.

Design Symbols, Layout, and Paste-up

The next page is filled with the symbols used on dummy design pages. "Design pages" are like a blueprint for the final appearance of each newspaper page. These pages are designed by the page editors and will hang on the wall for three weeks before each publication is printed. You must be able to read these pages because they will answer most of the questions that will develop about your articles and because you must follow these pages during paste-up. The second page is a sample of a design page. It has been reduced from the full newspaper size. A slide presentation in class will explain the principles of design and how to do paste-up.

Study the symbols and design page. Be ready to identify any symbol or the measurements of newspaper pages.


Design Symbols
Measurements
6 pica = 1 inch
72 points = 1 inch
pica ↔
inch ↕
points ↕
Article code:
Slugline
writer
pica width
column in.
Total words
sign
11p. 1¾ in.
12p.
14p. 2¼ in.
19p. 3⅛ in.
23p. 3¾ in.
29p. 4¾ in.
35p. 5¾ in.
59p. 9¾ in.
1/4 inch
1 inch
FORMAT
5 column = 11 pica
4 column = 14 pica
3 column = 19 pica
gutter = 1 pica
1 column inch 11 pica
1 column inch 14 pica
1 column inch 23 pica
HEADLINE: XXXXXXX (35 pica crossline)
photograph
3"
3¾"
CUTLINE: 23 pica 25 words
THE VOICE'S OPINION
(Standing head)
CARTOON
AD
(yellow)
1 X 2
DECKHEAD: XXXXXXX
XXXXXXXXXXXXXXX
Football
Scott L.
14 pica
8 col. in.
360 words
subhead
BOXED STORY: XXXXXXXXX
Slugline
writer
pica width
column inch
total words


REAGAN'S BUDGET CUTS: XXXXXXX XXXX
Cuts
Tammi
14 pica
12 col. in.
540 words
Thompson Valley Voice
3'
3 3/4'
Counseling: XXXX XXXX
XXXX XXXX XXX
Counseling
Cindy
10 pica
12 col. in.
360 words
CUTLINE: 23 pica
25 words
Student Council: XXX
Council Plans
Ruth
11 pica
10 col in
350 words
3
5 1/2
CUTLINE: 11c pica
35 words
Inside:

Questions for the Handbook

This handbook is filled with lots of specific information. To learn the information, it must be used. Throughout the year, various concepts presented here will become clearer and clearer as you use them. The first step to mastering these ideas is to answer the questions in this section. The questions are intended to be direct and easy--a review after reading. However, for new staff members without journalism experience, it will be difficult to answer all the questions correctly. Try to answer all the questions from memory except for the stylebook questions which should be used with the stylebook. Write all the answers on the answer sheets except for the "Journalistic Jargon" questions and the "Headline" questions.

The adviser will assign when the questions should be answered. These questions are not a "test." While they will indicate to the adviser the degree of understanding on the staff, the scores will not be recorded or used to determine your grade. Your answers will be checked and the answers will be reviewed in class. Be sure to write any questions you have. Keep the questions and your answers in your handbook.

Questions to be answered:

Questions for Staff Policies and Procedures

Questions for Staff Responsibilities

Answer Sheet

Questions for the Stylebook

Answer Sheet

Questions for Kinds of Newspaper Articles

Answer Sheet

Questions for Writing Headlines

Questions for Journalistic Jargon

Questions for Staff Policies and Procedures

Instructions: True or False. Read the following statements. If the statement is accurate, write "t." If the statement is not a staff policy, write "O." Write all answers on the answer sheet for Staff Policies.

1. The Voice is an opportunity to learn self-discipline.
2. Staff members can use the typewriters in the production room at any time.
3. The telephone can only be used with the adviser's permission.
4. Voice staff members do not need hall passes.
5. The adviser will write out all hall passes for each student.
6. Forging the adviser's signature on hall passes will mean removal from the staff.
7. Playing with the typesetting machine, especially the dots, is a serious offense that has the most expensive penalty.
8. All interviews and photographs should be arranged at least one day in advance.
9. The adviser does not care if students print pictures for themselves in the school's darkroom.
10. If a staff member is finished with the day's work, the adviser will allow students to go home early.
11. Student advertisers can stop at Wendy's for a Frosty while collecting ads.
12. White space will be run instead of an article the first time a staff member misses a deadline.
13. During a staff meeting, staff members should sit on the floor to be more creative.
14. On paste-up days,staff members should put their books and purses on the floor in the production room.
15. During seventh hour, editors can drink pop in the newsroom.
16. The photo editor is a member of the editorial board.
17. The adviser can remove a student from the staff at any time.

18. Staff members who misuse the darkroom can be removed from the staff by the editorial board.

19. Staff members should keep all the questions and interview notes used to write an article.

20. Only the adviser will keep track of dollars earned each quarter.

21. Writing an article is worth $5.00.

22. Writing a cutline is worth $2.00.

23. Receiving $3.10 for an advertisement or photograph is worth a "B" grade.

24. Every misspelled name in an article will cost the writer $.50.

25. Each staff member will decide one-half of their grade by completing the self-evaluation form.

26. The reason to do your best work possible for the Voice is to receive a higher grade.

27. A reporter's writing grades will be averaged to determine one-fourth of the reporter's grades.

28. Staff members removed from the staff will be give a "W" grade.

29. When considering whether controversial issues should receive coverage in the Voice, the staff will discuss the issue and the editor will finally decide.

30. The adviser can vote on all decisions made by the staff.

31. The adviser can vote on the editorial board.

32. The business manager is on the editorial board.

33. A member of the girls' swim team can write articles about the girls' swim team.

34. The editorial board decides the content of the editorial in each issue.

35. If the adviser rewrites a reporter's article, no byline should appear.

Instructions: Short answer. Write a brief, direct, concise answer to the following questions. Write the answers on the back side of the answer sheet.

1. Why are some rules necessary for staff members on the Voice?

2. List three reasons that may cause the editorial board to consider removing a staff member from the staff.

3. What is the difference between evaluation and grading?

4. What does an "A" mean to the adviser?

5. Why are decisions on the Voice made in a democratic manner?

Questions for Staff Responsibilities

Instructions: Matching. Read the duties below. Decide which staff position is responsible for that duty. Write the abbreviation of the staff position by the number on the answer sheet. The staff position and abbreviations are listed below. Do not write on this page. Some duties are done by editors and reporters. To answer these questions, decide who is first responsible to do the work, even though other staff members may help. Several jobs are done by several staff positions.

ASM	All Staff Members	AdM	Advertising Manager
PE	Page Editors	BM	Business Manager
E	Editor	EE	Exchange Editor
NE	News Editor	PhE	Photo Editor
OE	Opinion Editor	R	Reporter
LE	Literary Editor	Ad	Advertiser
FE	Feature Editor	Ph	Photographer
SE	Sports Editor	C	Cartoonist
CE	Copy Editor	T	Typist
DE	Design Editor	A	Adviser
AE	Art Editor		

1. Concerned about everything that is printed in the Voice.
2. Complete Events Reports and Self-Evaluation forms on time.
3. Read high school exchange papers, community newspapers, and national news magazines.
4. When considering issues for coverage in the Voice, deal with principles and issues, not men and personalities.
5. Avoid becoming part of a clique on the staff or in the student body.
6. Read and sign design pages to show you understand your responsibilities for the issue.
7. Design pages, write assignment pages, and help reporters write interview questions.
8. Lead all staff meetings.
9. Collect cutlines and headlines after helping reporters write them.
10. Establish editorial policy for the year to be adopted by the entire staff.
11. Supervise the collection of news through the Events Reports.

12. Assign or write TV Times and Eagle Events.

13. Lead the discussion on the content of the editorials.

14. Design the opinion pages.

15. Establish a policy on how to select movies, books, and albums to be reviewed.

16. Establish a policy on how the Outstanding Student is to be chosen.

17. Run the Creative Writing Contest.

18. Assign or write the sports column and Sports Shorts Column.

19. Edit all original copy.

20. Supervise the proofreading process.

21. Write and maintain a checklist of all articles,headlines, cutlines, and photographs to be run in each issue.

22. Supervise paste-up.

23. Evaluate the effectiveness of every design page.

24. Write the art assignment pages.

25. Maintain a file for all advertising businesses with contracts, graphics, and old ads.

26. Complete a master list of all ads to appear in every issue.

27. Keep a file with all businesses, addresses, phone numbers, and the advertiser's name.

28. Write statements for businesses advertising in each issue and mail them to the businesses.

29. Maintain an accurate set of financial records and compare our records with the school's bookkeeper's record each month.

30. Write a letter to other high schools offering to exchange newspapers.

31. File all exchange newspapers and help staff members read and protect the papers.

32. Supervise the distribution of newspapers during lunch.

33. Supervise photography for the Voice and Echoes.

34. Mix all chemicals and see that supplies are always available.

35. Maintain a calendar with all photo assignments and a notebook with a copy of all photo assignment sheets.

36. Create ideas for and supervise photo essays in each issue.

37. Write an apology letter for inaccurate articles, misspelled names, or poor photography.

38. Keep all notes used to prepare an article.

39. Write cutlines.

40. Gather ad copy for each issue.

41. Be responsible for all steps in producing a finished print.

42. Print pictures taken by the adviser or pictures of other staff members when the staff is behind.

43. Keep camera at school for every school day.

44. Read and answer questions from the Handbook on Student Photojournalism and Photography for Student Publications.

45. Arrange with the administration where the Voice can be produced and printed.

46. Train new staff members.

47. Recruit students for the staff and appoint students to staff positions.

48. Censor nothing, but stop unprotected speech from being published.

49. Warn the staff about potentially controversial topics and see that the staff discusses and decides on these issues.

50. Read all copy before it is printed.

Name _____

Answer Sheet for Questions on Policies and Responsiblities

Write the answers for the "Questions for Staff Policies and Procedures" below. Write "t" for true statements, and write "0" for false statements. Write the answers for the short answer questions on the back side.

1. _____	11. _____	21. _____	31. _____
2. _____	12. _____	22. _____	32. _____
3. _____	13. _____	23. _____	33. _____
4. _____	14. _____	24. _____	34. _____
5. _____	15. _____	25. _____	35. _____
6. _____	16. _____	26. _____	36. _____
7. _____	17. _____	27. _____	37. _____
8. _____	18. _____	28. _____	38. _____
9. _____	19. _____	29. _____	39. _____
10. _____	20. _____	30. _____	40. _____

Write the answers for the "Questions for Staff Responsiblities" below. Write the abbreviation of the staff position on the correct line.

1. _____	14. _____	27. _____	40. _____
2. _____	15. _____	28. _____	41. _____
3. _____	16. _____	29. _____	42. _____
4. _____	17. _____	30. _____	43. _____
5. _____	18. _____	31. _____	44. _____
6. _____	19. _____	32. _____	45. _____
7. _____	20. _____	33. _____	46. _____
8. _____	21. _____	34. _____	47. _____
9. _____	22. _____	35. _____	48. _____
10. _____	23. _____	36. _____	49. _____
11. _____	24. _____	37. _____	50. _____
12. _____	25. _____	38. _____	
13. _____	26. _____	39. _____	

Questions for the Stylebook

Part I. Instructions: True or false. Read the following statements. If the statement is accurate, write "t." If the statement is inaccurate, write "0." Answer all questions on the answer sheet.

1. Newspapers have stylebooks to bring consistency and uniformity to the mechanical expression in writing.
2. If you follow the stylebook exactly, all of your writing will be perfect.
3. The stylebook will answer all of the questions writers must decide.
4. The stylebook can "grow" by adding new guidelines.
5. Writers who do not follow the stylebook will be charged fines when determining grades.
6. All news copy must be typed.
7. News articles can be written on any size of paper.
8. The code on the top of your article should be written in the upper right hand corner.
9. The slugline is a short phrase used to label and identify the article.
10. Bylines should be underlined to be set in boldface type.
11. All articles should be double spaced, leaving an empty line between each line of writing.
12. All pages should be numbered, but you can write on both sides of the paper.
13. Writers should "proofread" their work and mark anything about which they are unsure.
14. Articles with the writing assignment sheet should be paper clipped together.
15. All articles should be handed to the adviser.

Part II. Instructions: In each item below, there are alternative expressions for the same meaning or content. The stylebook prefers some expressions and rejects others. On the answer sheet, circle the letter of any acceptable alternative. Some items have several correct alter-

natives. Some items may have no correct alternatives. This exercise is meant to be done with your stylebook. The code in parentheses on each item tells the section, letter, and page number of the stylebook guideline governing the alternatives presented. Do not write on this page.

1. For the first time an adult's name appears in an article: (1, B; R-5)
   a. Mr. Zeller spoke
   b. Mr. Bruce Zeller spoke
   c. Bruce spoke
   d. Zeller spoke

2. For the second time an adult's name appears: (1, C; R-5)
   a. Mr. Zeller spoke
   b. Mr. Bruce Zeller spoke
   c. Bruce spoke
   d. Zeller spoke

3. For the first time a student's name appears: (1, D; R-5)
   a. Mr. Mike Amundson spoke
   b. Amundson spoke
   c. Mike spoke
   d. Mike Amundson spoke

4. For the second time a student's name appears in a news or feature article: (1, E; R-5)
   a. Mr. Mike Amundson spoke
   b. Amundson spoke
   c. Mike spoke
   d. Mike Amundson spoke

5. For the second time a student's name appears in a sports article: (1, E; R-5)
   a. Mr. Mike Amundson spoke
   b. Amundson spoke
   c. Mike spoke
   d. Mike Amundson spoke

6. Which should be used to refer to Thompson Valley High School? (1, F; R-6)
   a. T.V.H.S.
   b. TV
   c. Thompson Valley High School
   d. TVHS

7. How should a name of an unknown organization be referred to the first time in the article? (1, G; R-6)
   a. Thompson Education Association
   b. Thompson Education Association (TEA)
   c. TEA
   d. T.E.A.

8. Giving a person's job title: (1, H; R-6)
   a. Coach Link
   b. Mr. Bill Link, track coach
   c. Track Coach Bill Link
   d. Coach Bill Link

9. Capitalization of school events: (2, D; R-4)
   a. Christmas
   b. prom
   c. Homecoming
   d. Valentine's Day

10. Academic classes: (2, I; R-8)
   a. junior Scott Stark
   b. Senior Scott Stark
   c. Junior Scott Stark
   d. senior Scott Stark

11. Academic courses: (2, J; R-8)
   a. college bound reading
   b. College Bound reading
   c. college bound Reading
   d. College Bound Reading

12. School nicknames and mascots: (2,K; R-8)
   a. Fort Collins Lambkins
   b. Fort Collins lambkins
   c. Lobo Halfback
   d. Lobo halfback

13. Academic Courses: (3, A; R-8)
   a. I like Math at TVHS.
   b. I like English at TVHS.
   c. I like the Chemistry classes at TVHS.
   d. Home economics classes are fun.

14. Titles without names: (3, B; R-8)
   a. The Superintendent spoke
   b. The superintendent spoke
   c. Superintendent Turner spoke

15. Seasons: (3, E; R-9)
   a. Students returned in the Fall.
   b. Students returned in the fall.

16. States: (4, C; R-9)
   a. The team from Cheyenne, Wyoming
   b. The team from Cheyenne, Wy.
   c. The team from Cheyenne, WY.

17. Dates: (4, D; R-10)
   a. Jan. 4, 1982
   b. January 4, 1982

c. May 4, 1982
d. 4 May, 1982

18. Days of the week: (4, G; R-10)
a. The meeting will be held on Wed.
b. The meeting will be held on Wednesday.

19. Titles and holidays: (4, H; R-10)
a. Pres. Scott Roulier spoke
b. President Scott Roulier spoke

20. Numerals: (5, A,B; R-10)
a. The coach played 3 quarterbacks.
b. The score was TVHS 14 and RMHS 7.
c. The popcorn was $1 a box.
d. The girl was 7 years old.

21. Numeral and numbers: (5, B,C; R-11)
a. Twenty students participated in paste-up.
b. The editor wanted nine column inches.
c. There were only 8 column inches available.
d. So, the page editor removed a picture with 12 column inches.

22. Dates: (5, E; R-11)
a. Nov. 2nd, 1982
b. November 2nd, 1982
c. November 2, 1982
d. Nov. 2, 1982

23. Dollars and cents: (5, F; R-11)
a. 75 cents
b. $.75 cents
c. 75¢

24. Dollars and cents: (5, H; R-11)
a. $7.00
b. $7
c. 7 dollars
d. 77 cents

25. Time: (5, G; R-11)
a. 11:30 A.M.
b. 11:30 am
c. 11:30 a.m.
d. 11:30 o'clock

26. Percentages: (5, I; R-11)
a. 72 percent
b. 72 %

27. Fractions: (5, J; R-12)
a. About ½ of the student body voted.
b. About one-half of the student body voted.

28. Dimensions: (5, K; R-12)
    a. The 200 lb. wrestler was 6', 5".
    b. The 200 pound wrestler was 6 feet, 5 inches.

29. Underlining--italics and boldface: (6, S; R-15)
    a. Simon and Garfunkel's album, A Bridge Over Troubled Water, is a collector's item.
    b. Ordinary People, the movie, is much like the book, Ordinary People.
    c. "Feels So Good" is one of Chuck Mangione's biggest hits.
    d. "Mork and Mindy" is an example of creative television.

30. Usage: (7, A,B,C; R-16)
    a. You should never see Tarzan, the Ape Man.
    b. Spectators see alot of scoring at TVHS basketball games.
    c. Spectators shouldn't take noise makers to basketball games.

Name _____

Answer Sheet for the Stylebook Questions

Part I. Write the answers for the first part below. Write "t" for true and "0" for false.

1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

Part II. Circle the correct alternatives on the items below.

1. a b c d	11. a b c d	21. a b c d
2. a b c d	12. a b c d	22. a b c d
3. a b c d	13. a b c d	23. a b c d
4. a b c d	14. a b c d	24. a b c d
5. a b c d	15. a b c d	25. a b c d
6. a b c d	16. a b c d	26. a b c d
7. a b c d	17. a b c d	27. a b c d
8. a b c d	18. a b c d	28. a b c d
9. a b c d	19. a b c d	29. a b c d
10. a b c d	20. a b c d	30. a b c d

Questions for Kinds of Newspaper Articles

Read the next six articles. On the answer sheet, answer these questions on each article:

1. What kind of article is it? Use the correct name.
2. Is the lead effective? Why or why not?
3. How is the article organized?
4. Does the article follow the suggestions for quality newspaper writing? Why or why not?

Article No. 1

Merchants say 'You can find it in Loveland'

BY ROBERT DOYLE

Where a school buys it's sport equipment, club T-shirts, and other items doesn't really matter, right? Wrong. Some local merchants are upset because TVHS and LHS students are buying outside of Loveland

"We do buy the majority of our equipment out of town, " admitted TVHS athletic director Joe Scaggs, "but local companies are always given a chance to bid."

When TVHS wants to make a bulk purchase of something, they usually send a letter to a business explaining what they want to purchase. The business then sends back a letter stating the price they are willing to give to the school. The business that sends in the lowest bid is the one the school makes the purchase from.

Although last year local businesses did not receive a chance to bid on football shoes, they were given the opportunity this year. "All any merchant can ask is that they be given a chance to bid," stated Mr. Max Rogers, manager of Brown's Shoe Fit.

Mr. Rogers went on to explain that "when purchases are made in Loveland, local sales taxes can help to build things for students like the auditorium at TVHS."

Merchant's Viewpoints

Some students defend the purchases out of town because of higher prices and smaller selections in Loveland stores.

Mrs. Dorothy Rust, owner of Loveland Sport Center, explains part of the reason behind the prices and inventory, "We'd go broke if we stocked a large inventory of something, hoping a team will come here and buy it."

Competition between stores in the area sometimes hurts the smaller merchant who can not compete with larger firms who can afford huge inventories.

When products are purchased out of town, replacements and repairs may be a problem as Mrs. Rust explains, "We can't stock a pair of gloves or an individual cleat for a person who has bought the uniform or shoe from out of town."

Unfair Competition

The complaint of unfair competition from out of town businesses has also been raised by Loveland photographers who do senior pictures.

This problem began when a Greeley photography firm, The Studio, approached annual advisors at TVHS and LHS. The firm wanted to make a display board of seniors pictures with students from the schools. The advisors agreed. No problems resulted until the display board at LHS somehow made it to their display case.

"TVHS handled it well by not letting it get out into the halls, but I don't know how they let something like that happen at Loveland," said Larry Wilson, photographer and owner of Studio Manor.

"It wouldn't have been so bad if they would have contacted other photography studios, explained what was going on, and let Loveland Photographers do the same thing. But we weren't contacted. Personally, I don't think commercialism like that belongs in schools."

As a result, Mr. Wilson has experienced a considerable drop in business from seniors this year. "My Loveland seniors are down one half," he said, "I'm losing at least $2000 worth of business because of that."

Mr. Scaggs summed up the problem. "Loveland merchants must realize that there is competition. They should feel obligated to compete in price, quality, and service. Although I'm not saying they should give their products away, they must remember that there is competition."

Larry Wilson of Studio Manor agreed. "All I can do is my very best work and hope that I can satisfy all my customers. If I can do that I know that I'll survive."

National Merit Scholarship awarded to Karna Bliss

Article No. 3

by Kathy Powell

The game show comes once a year: The National Merit Scholarship. This year's winner, from Thompson Valley High School, is Karna Bliss.

The prize: a four thousand dollar - four year scholarship for a college education at the school of her choice.

Next year contestants for semi-finalists are Ewan Grantham, Amy Muller, Jeff Hutchinson, and Duane Harmon.

The National Merit Program announced in May that Karna was one of eleven students in the state of Colorado to receive the four year scholarship.

In November, 1977, during Karna's junior year she took the PSAT test and in April found out that her scores had qualified her as a semi-finalist. She then took the SAT test in October, 1979, and her scores qualified her for the finals. The decision was then left to the judges, who decided Karna was a worthy recipiant.

"I was happy and excited when I found out I won," stated Karna and decided to use her four year scholarship to attend Baylor University in Waco, Texas to study physical therapy.

Besides being Salutatorian with a GPA of 3.95, Karna is also first chair violinist in the orchestra, was on the varsity volleyball team and track team and a member of the National Honor Society.

Junior qualifiers

Ewan, Amy, Jeff, and Duane are in the top five percent of students who took the PSAT. They are potentially eligible for the same scholarship that Karna won this year, and Tom Benson won last year.

Next fall, these juniors will be told if they are commended students or semi-finalists who can compete for the scholarship on the SAT test.

Double standards: still no

Article No. 2

In the last issue of **The Paper**, the staff published an opinion on double standards. The article explained our position accurately and it has not changed, despite an error in singling out one faculty member as an example. The issue arose because some students believe it unfair that some teachers were enforcing rules on students that apparently did not apply to themselves, such as not sitting on desks, no drinking or eating during class, and not being tardy.

Those teachers have reasons for their behavior. They believe students and teachers are not accorded equal treatment because students and teachers are not equal to begin with. Teachers' needs are different. One example is **drinking in class**: teachers need something to "wet their whistle" during lectures and students do not. Another concerns **sitting on desks**: teachers need to have better eye contact and a relaxed atmosphere to teach more effectively and students do not. About **being tardy**: teachers are often engaged in conversation with parents or administrators and students without a pass most often are not. Most of the teachers insisted that their decision to enforce different rules stems from their will to better the effectiveness of their teaching in the classroom.

The newspaper staff agrees that the roles of student and teacher are different. Students are in class to learn, and teachers are there to teach. Therefore, teachers should take steps to help students learn, and enforcing double standards possibly creates a feeling of antagonism which hinders learning. **Drinking coffee, tea or pop** in the classroom in front of students who can get thirsty in not very courteous. Those types of beverages suggest more of a comfort motive than a wetting motive. Water is an excellent moisturizer. Besides, some students are distracted when teachers are constantly sipping something. **Sitting on desks** to have better eye contact and a relaxed atmosphere is simply one of the many ways to do it. It would be better if teachers were to stand or sit on stools instead of choosing the one way that is against school policy. **Concerning tardiness**: well, tardiness is tardiness. Being late to class takes away class time. However, sometimes students also have valid reasons for being late. Teachers should handle student tardies as they handle their own tardiness. Teachers who are chronically late should not complain about student tardiness.

The conflict can be solved very simply. Students: let your teachers know that these actions bother you. Teachers: drink water if a drink is really necessary; don't sit on student desks when there are other things to sit on; deal with student tardiness the way you deal with yours. These changes would do one useful thing: they would achieve a higher standard of interaction in the classroom, something every teacher wants. The current behavior sets up artificial walls that are not necessary.

Q-16

Article No.4

Book selection and censorship: who makes the final decision?

BY JOANN CHASE

Elementary students may no longer check out three of Judy Blume's books if their parents object. This recent decision by the School Board has raised the question of how decisions involving censorship are made when complaints are heard.

Mr. Bruce Zeller, Director of Secondary Education in the R2-J district, explains that textbooks for classroom use are chosen primarily by teachers who teach that particular course. "The teachers," Mr. Zeller said, "get together and review text material and then settle on a choice for their department. Once they've made their selection, they take it to the Curriculum Committee for its approval." Mr. Zeller went on to explain that the Curriculum Committee is composed of teachers and administrators from throughout the district.

Curriculum Committee

Once the Curriculum Committee reviews the material, it will vote to either accept the material or reject it. If the material is rejected, it is usually because of the reading level. Most often however, the Curriculum Committee accepts the material, and it is then passed on to the School Board for final approval.

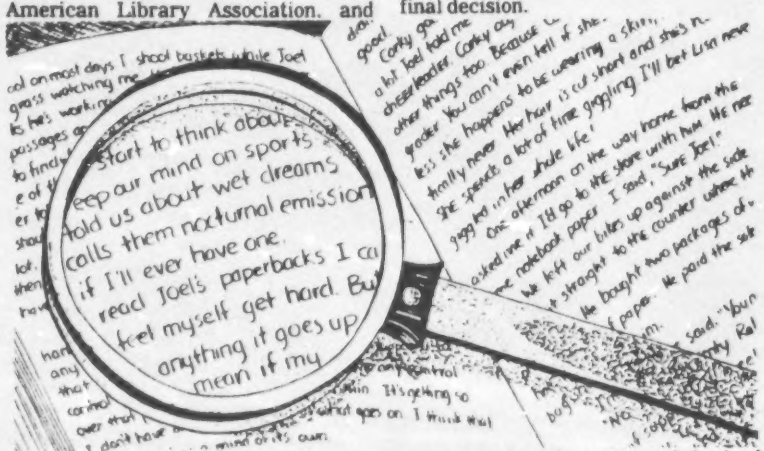
Concerning the choice of library material, the decision is left primarily up to the school librarian. The librarians receive lists of books and media material recommended by the American Library Association, and also receive book lists from Publisher's Weekly and Library Journal. They make their decisions for library material from these recommendations.

Objectionable Books

Concerning the removal of school books from schools, the system becomes somewhat more complex. It begins with a complaint of an individual in reference to library or classroom material. "Ideally," said Mr. Zeller, "complaints are settled right there in the school and the conflict is resolved." However, if objections are strong enough, the complaint is taken to the district administration. Those who object to library material must fill out a form and support their complaint. Those opposing classroom material speak directly to Mr. Zeller or to Mr. David Leach, Director of Elementary Education.

In either case, if objections are strong enough, both men have the authority to appoint a committee to review the objected material. In choosing a committee, Mr. Zeller explained that he tries to remain objective and choose a representative cross-section of the community. This committee usually consists of five, seven, or nine members. After reviewing the material, the committee makes their decision on whether the books will or will not be used in the schools.

Once their decision is made, the committee passes on their recommendations to the Superintendent of the district. The School Board makes the final decision.


start to think about
keep our mind on sports
told us about wet dreams
calls them nocturnal emission
if I'll ever have one.
read Joel's paperbacks I ca
feel myself get hard. Bu
anything it goes up
mean if my

This is one of the controversial passages from Judy Blume's, "Then Again, Maybe I Won't," page 42, that contributed to the review of the book. (Drawing by Lorraine Sinclair)

TVHS forensics team "psyches-up' to victory

by Kathy Powell

Jim Brewer is nasty to people.

Kent Curtis is scared to death, but he struggles to overcome that fear.

Wendi Snead cleans her mind of everything but her speech.

Pam Olin talks herself into giving her speech.

Diane Dickey likes to feel in control of her audience.

These are ways of "psyching" that some members of the forensics team use to find the courage to get up in front of judges and audiences and perform creatively. These psyching techniques give the performers the confidence to know that they can do their best.

"Psyching up comes from the individual themselves. They need to find their own way," states Mrs. Brown. Because of the individual freedom, there is a wide variety of ways team members "psych-up."

Psyching is one way to get one's mind to concentrate to do what is necessary.

Psych-out

Not only is it necessary for each member to psych themselves up, but they must also "psych-out" the other team.

"People are psyched out just by the name Thompson Valley because they know we are good," stated Rob Radvich.

Part of this reputation is created by the physical appearance of TVHS students. When members attend a meet, the guys are required to wear ties and the girls dresses to reflect a serious, polished team attidude.

Forensics, or speech team, is competitive speaking in various kinds and styles of oral communication. Team members support each other by listening to team members perform, making comments, and instilling confidence in one another.

Although Forensics is a "team sport," the team wins only when individuals win. All team members, except debators, perform individually. The preparation, performance, and success are personal efforts and rewards. The coach and team can only suggest and support.

On December 2, 1978, the forensics team brought home the team's first, first place finish from a meet at Loveland High School. Individual first place winners were Pam Olin, Extemporaneous Speaking; John Rambo, Drama; and Mike Lowe, Poetry. Second place winners were Tom Burlington, Drama; Wendi Snead, Original Oratory; Jim Brewer, Humor; and Lisa Rush with Richard Mott, Debate. People who finished third were Christi Hanson, Poetry; and Kathy Amundson, Extemporaneous Speaking.

The 78-79 Forensics team surrounds Coach Brown in room 313 where the speech team practices. She has helped, coached, and coaxed the team into two first place finishes.

Article No. 5

Q-18

Article No. 6

Q-19

TVHS theft loss totals $1700 this year; Detective offers crime prevention ideas

by Richard Mott

"A high school student is three to four times more likely to get ripped off than the average citizen." says Detective Jim Thompson of the Loveland Police Department.

Since the beginning of this school year, more than $1,700 worth of merchandise has been reported stolen to the police. The average take per crime has increased from $58 last year to $101 this year.

Over the past several months, Detective Thompson has been handling the cases of theft from TVHS. During the course of his work, he and his associates have drawn numerous conclusions as the nature of crime and how to prevent it.

Thompson believes that "anything that is able to be stolen will be stolen. There has even been a case where a jock strap has been stolen...it wasn't even clean." According to Thompson, crime in school is not a very well planned thing. Most who steal intend to do so but have little or no idea what they will steal before the theft.

Thompson has concluded that there are two main types of students who steal. One small groupof students who steal don't care who they hurt in the process. The other, even smaller group, steal simply because there is an opportunity to do so without getting caught.

Detective Jim Thompson of the Loveland Police Department explains his view on crime prevention for TVHS.

Crime Prevention

According to Thompson, the way to reduce the amount of crime in schools is to make the entire student body aware of and willing to stop the problem. Thompson said, "If everyone in the school is alert and will try to stop it, it stops crimes of opportunity. And those who don't care who they hurt will do it less because they don't know who will turn them in."

The way to accomplish this is to publicize the theft problem. Each school should in some way report every incident of crime to it's student body and thus make them aware of the problem.

Detective Thompson's opinion is that the only way crime is to be stopped is by the students themselves. "I'm not asking kids to narc. That's not cool. I am asking them to be aware of the situation and to consider their fellow student."

In addition to individual students taking an active role to prevent crime, the school student council or administration could help work to solve the problem. Thompson suggests an organization be set up in school that might offer rewards for turning in people stealing or even providing a service where a person could anonymously turn in stolen merchandise with no questions asked.

Protecting Oneself

Another means of crime prevention is for students to protect themselves. The Loveland Police Department offers a service where a person can check out an etching pencil and mark their valuables with an identification number (social security number, student I.D. number, etc.)

Valuables marked might include C.B.'s, calculators, radios, cameras, etc. The identification numbers used to mark valuables with is then put into a computer. If these items are ever stolen, police have a better idea of what they are looking for, and if the stolen items ever show up, the identification number stored in the computer makes the possibility that the item will be returned much greater.

According to Detective Thompson, the seriousness of the TVHS crime situation is getting worse. Thompson stresses that crime can only be stopped by students.

Article No. 7

Q-20

Scott Sanem

TV student 'stars' in 'Centennial'

by Scott Sanem

A flash of brown, a glimpse of his foxy knickers, an entire second of air time and Scott Sanem, Teenager No. 74 made his television debut on January 14.

Not exactly my dream of television stardom yet my role as teenager No. 74 (a teenager on a date to a circus) in the television adaptation of James Michener's novel, Centennial, game me an opportunity to take part in movie making at its highest including cold feet, aching thighs, and overwhelming boredom.

I have always been fascinated by the movies, and when the chance to participate came along last March, I jumped at it.

After reading an ad in the Reporter-Herald, I drove to Greeley and applied for work as an extra. I filled out an application, paid a dollar to have my mug taken, and drove home expecting a call within the next dew days.

Six months later, I got a call from J.F. Images, a Denver based talent agency. I was to report to Orchard, Colorado, for the next day's shooting.

On my arrival, I was handed my costume. It included, a hat, a shirt and vest, and a sexy pair of knickers. I learned the various sequences being filmed would include the circus scenes, including the stable fire.

At noon, I reported to the set. My "action" explained Britt Lomand, the first assistant director, was to run across the street to meet a girl I had never see before and engage in friendly converstation. "Typical western pickup" was how Britt explained it.

On the director's call of "action" I ran across the street and the world of Centennial took on a new look. It had come alive as I blended into the background.

The rest of that day's shooting was slow. It involved standing around for hours while the crew set up another scene.

The next day's shooting involved other circus sequences, including the fire scene which sounded easy

Someone was to shout "FIRE" and Nacho, the trail cook played by Rafael Campos, was to run out of the flaming stables shouting that Canby was still in the stable.

The director called "action" and the doors of the flaming building flew open and Nacho ran out pulling a horse behind him. All was going as expected. Suddenly the horse, frightened by the fire, stepped on Rafael's foot, and he fell. The horse reared and threatened to trample him. Being the closest, I grabbed the horse's reigns and restrained him.

I was a star. The whole world would see me save Nacho from the horse. It was all on film.

My dreams of stardom rapidly faded, as the director called, "Cut. Let's do it again." The heroics of teenager no 74 would never be seen by American public.

Article No. 8

Eagles open season as a hit

BY ROBERT DOYLE

After learning their lines and three weeks of rehearsal, the TVHS Eagles were a hit on opening night.

Under the direction of second year head coach Jeff Vosler and team captains Chris Brachle, Pat Knaub, and Scott Tarbox, the Eagles stole the show at Fort Morgan.

Knaub opened scene one by stealing a handoff from a Mustang running back, setting up the first touchdown pass from quarterback Clint Fick to Matt Brady.

The defense was the star of scene two. They held the Mustangs scoreless for three quarters, highlighted by an impressive goal line stand.

Scene three was a disaster. The Eagle defense missed a cue when Fort Morgan fumbled a pitch out. The ball was scooped up by a Mustang back and carried seven yards for a touchdown. Fort Morgan then had top billing, 7 to 6.

Then Clint Fick and the offensive boys did a song and dance number to the Mustang 16 yard line. Now the Eagles had to hope that Todd Skrdlant remembered his lines.

During the dress rehearsal scrimmage a week before the game, Skrdlant dropped an over the middle pass in the endzone. He later said, "It won't happen in a game." It didn't.

Skrdlant proved a bad rehearsal means a good performance when the same play ended in a 16 yard touchdown pass to win the game 13 to 7.

The Eagles started learning their lines four weeks ago. Number one quarterback Clint Fick said, "The plays didn't confuse me; they're pretty easy Playbooks and plenty of practice helped the team learn their assignments.

Auditions came early during the first week with two practices each day. "At 5:45 in the morning you can't get too excited about practice," commented defensive back Dave Sowards, "but they only lasted a week." Scott Tarbox added, "Two-a-days went well; everyone was there, and they were serious."

Defensive backfield coach Ron Denning commented about this team, "This is my fourth year of coaching here, and this is the best mental attitude of any team yet. This is their second year under Coach Vosler, and they know what to expect from the coaching staff."

Head Coach Vosler cited the strengths and weaknesses of his team going into the Fort Morgan game. "We have good depth in our offensive backs, receivers and linebackers, but we have a young and inexperienced defensive backfield." He added "The offensive line has improved 100 percent over last year and now we'll be able to throw more."

This turned out to be the key of last Friday's game as both touchdowns were aerial strikes from Fick.

The Eagles' second performance is on their home stage tonight against the Wildcats from Greeley Central. Show time is 7:45 p.m.

Name _____

Answer Sheet for Questions on Kinds of Newspaper Articles

Write the name of the kind of the article on the line beside the number of the article. Then briefly answer the next three questions below. Use the back side if you need more room.

Article No. 1 _____

Effective lead? Organization? Quality?

Article No. 2 _____

Effective lead? Organization? Quality?

Article No. 3 _____

Effective lead? Organization? Quality?

Article No. 4 _____

Effective lead? Organization? Quality?

Article No. 5 _____

Effective lead? Organization? Quality?

Article No. 6 _____

Effective lead? Organization? Quality?

Article No. 7 _____

Effective lead? Organization? Quality?

Article No. 8 _____

Effective lead? Organization? Quality?

Questions for Writing Headlines

Instructions: Below each headline, explain the strengths and weaknesses of the headline.

Seniors win scholarships; awards presented tonight

1.

'Ordinary People' not ordinary movie

2.

Mutants roam halls of TVHS

3.

Art students win awards

The TVHS art department's exhibit of student art work, displayed during the musical, was judged by art students at

4.

Northern Colorado schools vary concerning sex education policies

5.

Eagles open season as a hit; defeat Ft. Morgan Mustangs

6.

Raising greyhounds for racing is a costly gamble

7.

TVHS track team sends 6 members to State

8.

'Charley's Aunt' arrives tonight at TVHS

BY LORRAINE SINCLAIR

"It's a classic. It has been extremely

not be present and the boys must find a substitute.

the play is the building of the set, which is supervised by Mr. Stan Southwick, TVHS

The costumes, on the other hand, are not special problems typical of historical

9.

Q-25

Presidential campaign arouses interest, apathy in students

10.

Questions for Journalistic Jargon

Instructions: Throughout this handbook, the specialized vocabulary of journalism has been used. Most of the new terms were defined in the context they were presented in, but some were not. There are 40 terms below which you must be able to use while working on the Voice. Write the term on the line above the correct definition. Write on these pages.

paste-up
typesetting machine
design page
assignment page
production room
negatives
prints
proofsheets
darkroom
subscriptions
offset printing
photo-typesetter
column
significance
column inch
pica
pica width
points
boldface
proofread
interview
cutline
headline
stylebook
display ad
photo essay
advance story
statements
straight news
feature
editorial
slugline
original copy
lead paragraph
cut-off test
editorializing
attribution
unprotected speech
First Amendment
gutter

1. _____

The room where the newspaper is "constructed"--typewriters, light tables, paste-up supplies, design pages displayed, ad files, telephone, and notebook shelf. Room 137.

2. _____

A unit of measure used by printers for horizontal measurement in printing and newspapering. Six equals one inch.

3. _____

An agreement to mail the Voice to individuals for a small fee.

4. _____

A large, gray machine which has a typewriter keyboard and punches holes in a paper tape. These holes become a code to be read by a machine that photographically produces type. It is found in the production room.

5. _____

The process of gluing the parts of the newspaper--articles, headlines, cutlines, ads--onto one sheet of paper in the proper place.

6. _____

Checking printed material for typographical errors.

7. _____

A unit of measure used by printers to measure the vertical height of type.

8. _____

The vertical division of a newspaper page where the copy is placed.

9. _____

The white space between columns.

10. _____

A layout sheet or paste-up page which has been written on to show the location of the elements to be printed on the page. A blueprint for a newspaper page.

11. _____

Frames of exposed and developed film which have reversed images where the whites are black and the blacks are white.

12. _____

A picture. A positive image that can be used to produce a picture in the newspaper.

13. _____

A positive, contact print of a set of negatives. Each picture is the same size as the negative. These are used to select which individual pictures should be enlarged and printed.

14. _____

A room where film can be developed and prints can be made. When the red warning light is on, safelights are on and workers are making prints. Always knock before going in.

15. _____

The printing process used to produce most newspapers. It involves photographing black and white printed material and transferring that image to a metal plate and to a rubber blanket and then to newsprint.

16. _____

Darker type than regular body copy but the same point size. It is blacker and appears to be thicker.

17. _____

The horizontal distance across a column of type.

18. _____

One vertical inch of a column at any width on a newspaper page.

19. _____

A machine that reads the code of the perforated tape and creates type photographically.

20. _____

A sheet of paper which explains in detail the work or job given to an individual staff member for an edition of the Voice.

21. _____

A newspaper article which expresses the opinion of the newspaper staff.

22. _____

The first statement in the Bill of Rights to the U.S. Constitution which says: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble...."

23. _____

A reference manual to tell journalists how to capitalize, abbreviate, use numerals, and punctuate.

24. _____

Large, bold, display type placed above or to the side of an article.

25. _____

A newspaper article presenting timely information in a direct manner.

26. _____

The name identification which accompanies a direct quotation.

27. _____

A bill sent to businesses telling the business how much money needs to be paid for advertising in the Voice.

28. _____

The element of an event which may produce changes in the lives of newspaper readers.

29. _____

The first paragraph in a news article which presents the key informa-

tion of the article, attracts the reader's attention, and pulls the reader into reading the rest of the article.

30. _____

A newspaper article which gives information about an event which has not happened yet but will happen shortly after the article is written.

31. _____

Holding a highly structured conversation with a news source after fully researching the issue to be discussed.

32. _____

An advertisement which uses a variety of larger type, illustrations, and border tape to sell something.

33. _____

Boldface copy beneath a picture to give additional meaning to the picture's communication.

34. _____

Kinds of written communication which can not be legally printed in a high school newspaper--libelous, obscene, disruptive material. This type of material may be removed from the publication by the adviser.

35. _____

The final draft of the writer given to the editor or adviser which is ready to be edited.

36. _____

A newspaper article on a less timely subject which presents human interest or background information. It usually goes more into depth on the subject.

37. _____

Adding personal opinions into a straight news article.

38. _____

A short phrase which serves as an identification label for a newspaper article during production.

39. _____

A page or part of a page which primarily communicates by using photographs. Headlines, cutlines, and articles can accompany the pictures. This term also covers picture stories and picture sequences.

40. _____

When an article is longer than the space available on the paste-up page. The article is then shortened by taking lines, and/or paragraphs from the end of the article.